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17. ABSTRACT (MAX. 250 WORDS) Included are a unit entitled "The Classroom Teacher and the School Health Program", a unit entitled "Handbook of Health Activities", and a section containing 37 kits.

The responsibilities of the classroom teacher in conducting the school health program include: helping to maintain a healthful classroom environment; incorporating desirable health experiences and incidental health teaching in the daily routine; observing deviations from optimum health and behavior to assist in screening children in need of medical, dental, or psychological examinations; encouraging the correction of remedial defects; screening vision annually; measuring and weighing students once a semester; administering first aid for minor needs; referring to the principal all students with health problems; maintaining an accurate cumulative record card for each child; and using the lunch program as a laboratory for functional health education.

Suggested activities, resource materials, and audiovisual materials which enrich the health education of pupils are presented. Activities coordinate with the teachers' responsibilities and cover rest, grooming, fresh air and ventilation, vision, hearing, nutrition, family health, community health, community health services, mental health, safety, and effects of alcoholic beverages.

The kit section contains loose leaf pages to help the teacher gain better insight into the activities in the Handbook. Plays, poster suggestions, games, personal record charts, and bicycle safety rules are among the items included. A source list of health education materials is provided.

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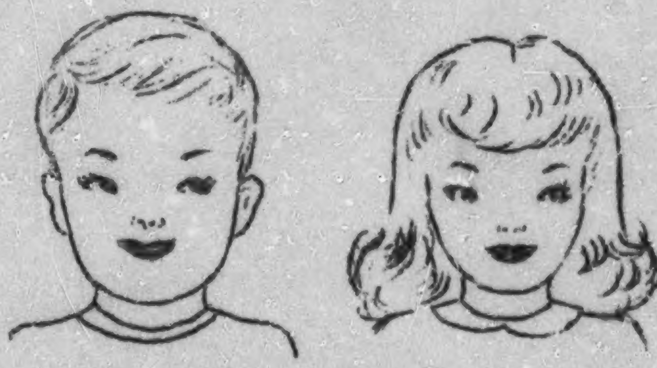
THE CLASSROOM TEACHER
AND
THE SCHOOL HEALTH PROGRAM



Health - and - Safety - Education

FRESNO COUNTY SCHOOLS
Walter G. Martin, Superintendent

1957

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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ED002329

THE CLASSROOM TEACHER

AND

THE SCHOOL HEALTH PROGRAM

Since "Health" is the first of the cardinal principles of education, it follows that the first responsibility of the schools is the health of its children. The classroom teacher is the most important participant of the School Health Program personnel and her responsibilities include:

1. Helping to maintain a healthful classroom environment.
2. Incorporating desirable health experiences and incidental, as well as planned, health teaching in the general daily curricula.
3. Recognizing the beginning symptoms of a communicable disease.
4. Continuously observing deviations from optimum health and behavior and to assist in screening children in need of medical, dental or psychological examinations.
5. Encouraging the correction of remedial defects.
6. Screening vision in grades 2 through 12 annually by means of a Snellen Chart and plus sphere glasses.
7. Measuring and weighing students once each semester.
8. Administering first aid for minor needs.
9. Referring to the principal:
    - a. All students with health problems, or who appear ill. (The principal will, in case of acute communicable disease, report it to the County Health Department, 515 So. Cedar, Fresno, California.)
    - b. All students who suffer a serious injury or accident on the school grounds.
    - c. All students who may need to be excluded because of beginning symptoms of a communicable disease.
    - d. All students who may have evidence of a "nuisance" disease (impetigo, etc.)
10. Maintaining an accurate, up-to-date cumulative record card for each child.
11. Using the lunch program as a laboratory for functional health education.

INFORMATION CONCERNING

THE SCHOOL HEALTH PROGRAM

I. Environment:

A. Classroom temperature should be 68° - 70° at child's level.

B. Ventilation should be so controlled that there is constant fresh air, but no drafts.

C. Shades and blinds should be adjusted according to the need of the hour of the day. (At any time when the daylight is bright enough to cause a glare, the slats of the venetian blinds should be adjusted so the glare is deflected toward the ceiling of the room. The slats should be open as far as possible without producing a shadow or glare on the blackboard or desks.)

II. Beginning symptoms of a Communicable Disease:

A. Frequent or persistent coughing or sneezing.

B. Running nose.

C. Watery or inflamed eyes.

D. Sore throat.

E. Face flused or unusually pale.

F. Skin rash or eruption.

G. Listlessness or undue irritability.

III. Screening Vision:

A. Near-sighted Vision.

1. Use Snellen Chart. (Use symbol E side for first three grades.)

2. Place chart on wall, level with student's eyes avoiding shadow or glare.

3. Have students sit or stand 20 feet from chart.

4. Have students use individual clean small cards to cover left eye while right eye is tested and vice versa.

5. Use "window" cards so only one letter of the chart is visible at a time.

6. If a student wears glasses, screen vision while wearing glasses.

7. Observe student behavior during test and record signs of eye strain, eyes filling with tears, blinking, etc.

8. Record visual acuity for right and left eye separately. It is customary to allow for one mistake in a line of letters. It is normal for the student to read the "20 ft." line at a distance of 20 ft. and it is recorded as "20/20" - either R. or L. "20/40" vision indicates the student read the "40 ft." line at 20 ft. with not more than one mistake.

9. After at least one week, have nurse recheck all students with 20/40 or greater vision in either eye. If, after this second test, vision is still 20/40 or greater, send the form letter to parents asking them to have child's eyes examined.

(Note: The "15" and "10" lines on the Snellen Chart are not used. It is suggested that those lines be cut off or covered.)

B. Farsighted vision

1. Use plus sphere glasses.

2. Test only those students who had 20/20 vision on the Snellen screening test.

3. Use individual, clean, small card to cover the eye not being tested.

4. Place plus sphere glasses on student.

5. Have student read only the "20" line.

6. The student who is not farsighted will complain that the symbols are blurred or will be unable to read them.

7. The student who is farsighted will read the line easily and should be referred for further eye examination (as is the nearsighted student with 20/40 vision in either eye). A large percentage of children (up to age 8) are a little farsighted due to eye development. This is in accordance with statements from doctor.

8. Glasses should be wiped off with a solution of 1.1,000 zephiran chloride after being used.

C. Symptoms of Vision Defects

1. Attempts to brush away blur.

2. Blinks continually when reading.

3. Holds the book very close or very far from the face while reading.

4. Inattentive during lesson using blackboard, wall chart, or wall map.

5. Crossed or divergent eyes.

6. Frequent sties.

7. Watering or inflamed eyes.

8. Chronic headache or eyeache.

(Below is sample of letter referred to in Item 9, Page 3.)

VISION TEST REQUEST TO PARENTS

Date________________________

Dear Parent:

As part of the school program, your child's vision is screened periodically as required by school law. These tests indicate how well each child can see.

It was found that _______________ could not see as well as he or she should according to these tests.

While this is only an impression, we believe that your child will be helped if this condition received professional attention as soon as possible.

Please sign the attached letter so that we may know that you have received our letter.

Yours very truly,

____
Administrator

____
School District

(This form approved by the California State Department of Education, January, 1950)

IV. Screening Hearing:

A. Conservation program

1. A program of screening all children in certain grades of the county schools is in progress and information concerning it may be obtained from the County Schools Office (Phone: AM 8-6011).

B. Defective hearing

1. If a hearing loss is suspected an audiogram may be done at the County Schools Office on appointment, or at the Otology Clinic at the County Health Department on appointment.

C. Symptoms of hearing defects

1. Speech defects

    a. Substitution or ommission of sounds.
    b. So-called "sloppy speech."

2. Abnormally high, or harsh, or flat voice.

3. Earache and discharge from the ear.

4. Frequent and severe colds.

5. Mouth-breathing.

6. Failure to respond to questions.

V. Behavior Symptoms Which May Indicate Emotional Maladjustment and Should Be Referred to Principal:

A. Excessive daydreaming or the tendency to withdraw from group participation.

B. Inability to concentrate on a given subject for a normal span of time.

C. Inability to stop a given activity--continues without apparent meaning or purpose.

D. Excessive shyness, meaningless laughter, or is easily upset by seemingly trivial incident.

E. Constantly writing and drawing in miniature.

F. Excessive attention to very small details.

G. Excessive agression.

VI. Nuisance Diseases:

A. Impetigo - Isolated sores (often found on face and hands) containing pus and later forming yellow crusts.

Exclude children from school unless skin lesions are being medically treated and are adequately covered. Exclude from bathing pools, gymnasiums, summer camps, school camps, and school athletics until lesions are healed.

B. Scabies (itch) - A generalized, itchy rash seen very often in the web of the fingers and on the trunk of the body.

Children should be excluded from school until adequately treated by painting the body with an effective nitricide solution or emulsion. Children should be denied common recreation and bathing facilities while infected.

C. Ringworm - A circular, reddened, dry spot with fine scales and appearing on skin and scalp.

Children with ringworm of the exposed parts of the body should be excluded from school until under treatment. Children with ringworm of the scalp should be excluded from school until under adequate treatment or recoveryl While under adequate treatment a head covering should be worn. Children with ringworm should be excluded from gymnasiums and swimming pools.

Should the condition exist in two or more classrooms in the school, or be prevalent in more than two per cent of a single classroom, this should be reported to the County Health Department.

D. Pediculosis (Head lice) - Eggs (nits) of the lice resemble dandruff but they cannot easily be shaken from the hair.

Children infested with pediuuli must be excluded until they are free from lice or nits, unless D.D.T. powder has been applied. In this case, they may return to school the next day. Standing orders for treatment of head lice, approved by the Director, County Health Department, may be obtained from the County Office.

E. Pink Eye - Redness and inflammation of one or both eyes, often with a yellowish purulent discharge.

CHILDREN WITH SUSPECTED PINK EYE MUST BE EXCLUDED UNTIL RECOVERED.

VII. Communicable Diseases: (See Administrative Code 65 and Education Code 16462.) A white wall chart describing communicable diseases is given to each school by the County Health Department. The Fresno County Health Department should be notified on cards supplied by them, of each communicable disease.

A. Chickenpox (Not reportable except as noted below)

Readmission - Not less than seven (7) days after the beginning of the rash. Notify the Health Department by phone of any case 14 years of age or older immediately. (This may be smallpox, should have note from medical adviser before returning to school.)

B. Mumps (Reportable)

Readmission - Not until swelling has completely subsided.

Contacts - Other children in the family may attend school, but should be watched for two to three weeks for similar signs of swelling.

C. Measles (Reportable)

Readmission - Not less than seven (7) days after appearance of rash.

Contacts -
1. Other children in the family who have had measles may attend school.
2. Other children in the family who have not had measles may attend school if the teachers and parents observe them very carefully for one week and exclude them after one week. Otherwise they should be exluded for two weeks.

D. Whooping Cough (Pertussis) - (Reportable)

Readmission - Not less than 21 days after the beginning of characteristic cough.

Contacts - Children in the family may attend the school if they have been vaccinated for whooping cough or have already had it, but should be watched for symptoms.

Non-immune children should be excluded for 14 days after their last exposure to a recognized case unless they can be observed with care by a physician or nurse on their arrival at school each day for 14 days after day of last exposure to a known case.

E. German Measles (Not reportable except in sizeable outbreaks)

Readmission - After clinical recovery.

Contacts - Other children in family may attend school.

F. Streptococcus Infections (Reportable)

G. Food Poisoning (Reportable)

H. Poliomyelitis

Readmission - Not less than one week from date of outset or for duration of fever if longer.

Contacts - May attend school under 14 day observation period.

I. Meningitis

J. Smallpox

K. Diphtheria

Readmission - Only with permission of Fresno County Health Officer.

Contacts - Other children in family may not attend school unless permission has been given by the Fresno County Health Officer.

CARE OF ACCIDENTS AND SUDDEN ILLNESSES AT SCHOOL

Wherever numbers of children are gathered, accidents will occur even if schools have done all that is possible to prevent such accidents through elimination of dangerous of imperfect equipment, through alert supervision, and other safety procedures.

For minor accidents, immediate first aid should be directed toward preventing infection.

For SERIOUS INJURY, proper first aid may be the means of saving a life. All care should be directed toward preventing further injury. If it is necessary to move an injured individual, a preliminary study should be made relative to the possibility of there being any broken bones. If so, the individual should be handled with the utmost gentleness, care being taken to prevent an increase of the deformity.

Prearranged permission should be obtained from parents relative to the care of all accidents.

It is too late to wonder about home or business phone numbers, permissions, etc., when an accident or sudden illness has taken place. A check form (Emergency Procedure Card), suggested for use by every school, can be found on Page 55 of the Administrators' Handbook.

FIRST AID PROCEDURES

A copy of the following Standing Order for First Aid should be placed in each first-aid cabinet.

Every school should designate two persons who, by reason of special interest or training, shall be available for first-aid situations. Although one person is actually designated to be responsible, there should be another designated in case of absences. Where a school does not have a full-time nurse, the office secretary in many instances has the responsibility of rendering first aid. The school administrator should, in all cases, see that the person responsible for first aid has a valid first-aid credential.

School first-aid supplies are to be used for the first treatment after an injury. The child's parents and the family physician are responsible for subsequent dressings and treatments.

CAUTION

1. Always use a fresh cotton applicator when applying any antiseptic.
2. When taking temperature be sure to shake thermometer to at least 96 degrees before using and to clean with soap, water and alcohol before putting away.
3. Wash medicine droppers with soap and water and then rinse.

ABRASIONS AND CUTS

Wash with soap and water if necessary. Paint or spray with tincture of merthiolate. Apply sterile dressing.

BITES

Animal (Dog, Cat) - Notify parents. Wash wound thoroughly with green soap and water and rinse. Paint with tincture of merthiolate. Apply sterile dressing. See a physician within 24 hours. Report all animal bites to the Fresno City-County Health Department, 515 So. Cedar Street, Telephone: CLinton 5-9711, giving a description of animal (size, color, kind), if available, and the name and address of owner. If possible, have the animal confined. Do Not Kill. The health department keeps the animal under observation for 10 days to determine if rabies is present.

Insect - Remove stinger, if present. Apply baking soda paste and wet dressing or cold compresses. Notify parent.

BLEEDING

In most instances, manual pressure should be sufficient over site of injury; immediately above the site if it is an artery (artery spurts); immediately below the site if it is a vein. An Esmarch triangular bandage, folded in two-inch strip, may be used. Apply a roll of bandage above wound and knot tourniquet over bandage. Keen judgment is necessary to prevent too much constriction and when used should be released every three to five minutes. Tourniquets are dangerous. If a tourniquet is too tight, irreparable damage may result from its use. Clean around the wound gently with soap and water to remove any dirt or foreign material.

BLISTERS

Broken blister - treat as recommended for abrasions. Do Not Open Any Blister. Apply bandaid or dressing.

BURNS

First Degree - reddened skin. Apply sterile vaseline or burn ointment to reddened area. Sterile gauze bandage, if needed. Refer to physician, if indicated.

Second Degree - blistered skin -- Third Degree - deeper destruction of tissue. Notify parent. Treat for shock by: Keeping the patient quiet, Keeping him warm, Keep head low (no pillow). Apply dressing moistened with warm solution of 2-3 heaping tablespoons of baking soda to quart of water. Avoid using greasy substances on severe burns. Call a physician. Chemical - acid-alkali. Wash immediately and thoroughly with large quantities of water. Apply sterile dressing. Refer to physician. Carbolic acid burn - Wash by sponging with rubbing alcohol when available.

FAINTING

Loosen collar. Lower head of patient and bathe face with cool water. Avoid crowding.

FOREIGN BODY IN EYE

Gentle irrigation with running tap water. If unable to remove foreign body, patient should be sent to a doctor.or emergency hospital immediately. If the eye is sensitive to light, it should be shielded by a non-pressure bandage.

SPLINTER

Clean skin and needle with alcohol; remove splinter; apply tincture of merthiolate and sterile dressing. TETANUS (lockjaw) may follow a puncture wound, therefore patient should be placed under the care of a doctor immediately. The child's immunization record for tetanus should accompany it to the family physician or clinic.

SPRAIN OR FRACTURE

Do not move patient until severity of injury is determined. Always support injured part. Notify parents and send patient to emergency hospital or to private physician at once. (See First Aid Handbook for use of Esmarch Triangular Bandage.)

FIRST-AID CABINET SUPPLIES

1. Standing orders for use of First-Aid Supplies.
2. Two clinical Thermometers - (Stub Type).
3. Pair of Scissors.
4. Medicine droppers - (Small Box).
5. Box of Wooden Tongue Depressors.
6. Safety Pins.
7. Box of Applicators - (Toothpicks and Cotton).
8. Adhesive tape - (One Roll).
9. Absorbent Cotton - (Keep in Sterile Glass Jar).
10. Two boxes of two-inch gauze bandage - (May be cut in half to make one-inch bandage.
11. Four packages dressing squares in individual sterile envelopes - (2" or 3" squares).
12. Small box of bandaids.
13. Six Esmarch Triangular Bandages.
14. Tincture of merthiolate or metaphen.
15. Rubbing alcohol.
16. Box of table salt.
17. Tweezers.
18. Needles.

The school First-Aid Cabinet should be kept clean and in order. Its contents should be checked and re-supplied by a member of the faculty.

FRESNO COUNTY HEALTH DEPARTMENT
ROBERT MONLUX, M.D.
FRESNO COUNTY HEALTH OFFICER

Walter G. Martin
Superintendent

FRESNO COUNTY SCHOOLS
2314 Mariposa Street
Fresno 21, California

Master List of Safety Education Contacts for Materials, References, and Resources

Lawrence L. Kavich

A. Industry

1. Amidon & Associates
   Plymouth Building
   Minneapolis 3, Minnesota

2. Ansul Chemical Company
   Marinette, Wisconsin

3. Bicycle Industry of America
   122 E. 42 Street
   New York 17, New York

4. Bristol-Myers Company
   Education Service Department
   630 - 5th Street
   New York 20, New York

5. Case Company
   Education Division
   Racine, Wisconsin

6. Ford Motor Company
   Dept. of Educational Affairs
   American Road
   Dearborn, Michigan

7. Hynsen, Westcott & Dunning
   Charles & Chase Street
   Baltimore 1, Maryland

8. General Motors Corporation
   Educational Relations Dept.
     of Public Relations
   P. O. Box 177 North End Station
   Detroit 2, Michigan

9. Institute of Makers of Explosives
   250 E. 43rd Street
   New York 17, New York

10. Johnson & Johnson
    New Brunswick
    New Jersey

11. Plymouth Cordage Company
    Plymouth, Massachusetts

12. Pyrene Manufacturing Company
    560 Belmont Avenue
    Newark 8, New Jersey

13. Sporting Arms & Ammunition
      Manufacturers
    Sportsmen's Service Bureau
    250 E. 43rd Street
    New York 17, New York

14. Superior Coach Corporation
    Lima, Ohio

15. Walker-Turner
    Division of Kearney & Trecher
    Plainfield, New Jersey

B. Insurance Companies

1. Aetna Life Insurance Company
   151 Farmington Avenue
   Hartford 15, Connecticut

2. Allstate Insurance Company
   Accident Prevention Division
   Skokie, Illinois

3. Connecticut Mutual Life
     Insurance Company
   Dr. Henry B. Robbins
   Hartford, Connecticut

4. Educators Mutual Insurance Co.
     Advertising Dept.
   Box 149
   Lancaster, Pennsylvania

5. Employers Mutual of Wausau
   115 W. Wausau Avenue
   Wausau, Wisconsin

B. Insurance Companies (Continued)

6. Equitable Life Assurance Society
of the United States
Dr. Norwin C. Kiefer
393 Seventh Avenue
New York 1, New York

7. Farmers Insurance Group
Mr. Ben Gautier
Safety Education Director
4680 Wilshire Boulevard
Los Angeles 54, California

8. John Hancock Life Insurance Co.
200 Berkeley Street
Boston, Massachusetts

9. Lumbermens Mutual Casualty Co.
Public Relations Department
Mutual Insurance Building
Chicago 40, Illinois

10. Metropolitan Life Insurance
Health & Welfare Division
1 Madison Avenue
New York 10, New York

11. National Board of Fire
Underwriters
85 John Street
New York 7, New York

12. Prudential Insurance Co.
of America
Los Angeles, California

13. Travelers Insurance Company
Mr. John O'Brien
Public Information & Advertising
Hartford, Connecticut

C. Miscellaneous

1. American Optometric Association
Dept. of Public Information
4030 Chouteau Avenue
St. Louis 10, Missouri

2. American Trucking Association
Public Relations Dept.
1424 Sixteenth St., N.W.
Washington 6, D. C.

3. California Highway Patrol
2490 1st Avenue
Sacramento, California

4. California State Automobile Assn.
2230 Stockton Blvd.
Sacramento, California

5. Camp Fire Girls
16 E. 48th Street
New York 17, New York

6. Farm Division of the National
Safety Council
425 N. Michigan Avenue
Chicago 11, Illinois

7. Governors Traffic Safety
Committee
W. A. Huggins
State Capitol
Sacramento, California

8. Michigan State University
Highway Traffic Safety Center
East Lansing, Michigan

9. National Grange
Edward Holter
744 Jackson Place, N.W.
Washington 6, D. C.

10. National Safety Council
School & College Division
425 N. Michigan Avenue
Chicago 11, Illinois

11. Northern California Auto Club
San Francisco, California

12. Sacramento Safety Council
City Hall
Sacramento, California

13. State of California
Department of Motor Vehicles
Division of Drivers Licenses
P. O. Box 2431
Sacramento, California

14. U. S. Dept. of Agriculture
Agriculture Research Service
Information Division
Washington 25, D. C.

D. National Safety Organizations and Institutions

1. American Association of Motor Vehicle Administrators
L. S. (Pete) Harris
Executive Director
912 Barr Building
910 Seventeenth St., NEW
Washington 6, D. C.

2. American Automobile Association
Burton W. March, Director
Traffic Engineering and Safety Department
Pennsylvania Ave. at 17th Street
Washington 6, D. C.

3. American National Red Cross
Alfred W. Cantwell
National Director
Safety Services
17th and D Streets
Washington, D. C.

4. American Transit Association
Merwyn A. Kraft, Director
Department of Personnel and Accident Prevention
292 Madison Avenue
New York 17, New York

5. Association of American Railroads
R. P. Hamilton, Chairman, Safety Section
Transportation Building
Washington 6, D. C.

6. Association of Casualty and Surety Companies
T. N. Boate, Manager
Accident Prevention Dept.
60 John Street
New York 28, New York

7. Automobile Manufacturers Asso.
Karl M. Richards
320 New Center Building
Detroit 2, Michigan

8. Automotive Safety Foundation
Norman Damon, Vice-President
700 Hill Building
Washington 6, D. C.

9. Bureau of Highway Traffic
Wilbur S. Smith, Association Director
311 Strathcona Hall
Yale University
New Haven 11, Connecticut

10. The Highway Research Board
K. G. McWane, Engineer of Traffic and Operations
2101 Constitution Avenue
Washington 25, D. C.

11. Institute of Traffic Engineers
M. Mansfield Todd, Executive Secretary
Strathcona Hall
New Haven 11, Connecticut

12. Inter-Industry Highway Safety Committee
M. R. Darlington, Jr., Managing Director
1026 - 17th Street, N. W.
Washington 6, D. C.

13. Traffic Division
Franklin M. Kreml, Director
International Association of Chiefs of Police
1704 Judson Avenue
Evanston, Illinois

14. Iowa State College
A. R. Lauer, Editor
Driving Laboratory News
Ames, Iowa

15. National Association of Automotive Mutual Ins. Companies
J. C. Stennett, Manager
Accident & Fire Prevention Dept.
20 North Wacker Drive
Chicago 6, Illinois

D. National Safety Organizations and Institutions (Cont'd.)

16. National Association of Insurance Agents
James R. Mathews, Director of Promotion, Staff Director of Accident Prevention Activities
96 Fulton Street
New York 38, New York

17. National Association of Motor Bus Operators
A. W. Koehler, Secty-Mgr.
839 17th St., N.W.
Washington 6, D. C.

18. Western Division
William J. Davis, Secty.& Mgr.
National Automobile Theft Bureau
175 West Jackson Boulevard
Chicago 4, Illinois

19. National Commission on Safety Education
Stanley A. Abercrombie, Assistant Secretary
National Education Association
1201 16th Street, N.W.
Washington 6, D. C.

20. National Committee for Traffic Safety
John W. Bethea, Exec. Director
425 N. Michigan Avenue
Chicago 11, Illinois

21. National Council of Private Motor Truck Owners, Inc.
H. Scott Byerly, Managing Director
714 Sheraton Bldg.
Washington 5, D. C.

22. National Highway Users Conference, Inc.
Wm. J. Simon, Safety Coordinator
952 National Press Building
Washington 4, D. C.

23. National Safety Council
Ned H. Dearborn, President
425 North Michigan Avenue
Chicago 11, Illinois

24. Center for Safety Education
Dr. Herbert J. Stack, Director
New York University
Washington Square
New York 3, New York

25. Northwestern University Traffic Institute
Franklin M. Kreml, Director
1704 Judson Avenue
Evanston, Illinois

26. Institute of Public Safety
The Pennsylvania State College
Amos E. Neyhart, Administrative Head
State College, Pennsylvania

27. State and Local Officials' Nat'l. Highway Safety Committee
Wainwright Bridges, Director
1604 K Street, N. W.
Washington 6, D. C.

KK:dj
7/24/57

HANDBOOK
OF
HEALTH ACTIVITIES

SIXTH GRADE

Walter G. Martin, Superintendent
Fresno County Schools
1958

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FOREWORD

This Handbook of Health Activities was prepared cooperatively by a committee composed of sixth grade teachers, an administrator, a school nurse and selected members of the County Superintendent's staff. It is intended to assist sixth grade teachers in implementing the learnings for health and safety instruction presented in the Manual and Course of Study adopted for the Fresno County Schools.

The entire educational process is dependent upon the health status of the individual. When the body ceases to function properly, the learning process is handicapped. The many suggested activities, teaching aids, devices and materials in this publication should assist the teacher in helping each individual child to protect and promote his own health. We do not expect each teacher to use all of these suggestions, but recommend that she or he select those which are appropriate for the class. The activities are child-centered and graded according to the maturity level of the boys and girls.

The committee has included sketches and concrete illustrations of ideas which have been used in the classroom in a kit of materials. This innovation should save the teachers both time and effort.

We wish to express our appreciation to all those persons who have made this publication possible. The trustees and administrators of the schools represented on the committee provided two days of released time for their teachers; the committee members provided the ideas and recorded the content found in this Handbook of Health Activities. We are happy to approve it for the use of all our Fresno County Sixth Grade Teachers.

THE FRESNO COUNTY BOARD OF EDUCATION

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ACKNOWLEDGEMENT

This Health Activities Handbook for Sixth Grade was prepared by the following committee:

Mrs. Katherine J. Ownbey, Chairman, General Consultant, County Office
Mrs. Anne Gabel, Coordinator of Nurses, County Office
Kermit Koontz, Health Coordinator, County Office
Dr. Edith Lindly, Consultant in Health Education, County Office

Miss Stephanie Budrovich, Teacher, Parlier Unified
Monroe Clark, Teacher, Orange Cove Joint Union
Lawrence Ecklund, Administrator, McKinley-Roosevelt Union
Mrs. Elizabeth Fair, Teacher, Firebaugh Joint
Mrs. Alice Hartman, Teacher, Barstow
Miss Marie Kohfeld, Teacher, Reedley Joint
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Miss Zella Mallard, Teacher, West Park
Mrs. Rose Manzell, Teacher, Bullard
Mrs. Ruth Ryan, Nurse, Fresno Colony
Miss Albertha Sanchez, Teacher, Kerman-Floyd Union
Paul Wofford, Teacher, Selma

SUGGESTED USE OF TEACHER'S HEALTH ACTIVITIES HANDBOOK

The Health Guide is not intended to be used as a course of study, but as an aid in providing the teacher with suggested activities, resource materials, and audio-visual materials which will enrich the health education of the pupils.

The teacher's attention is directed to the special Kit Section, found in the right-hand section of the folder. These loose leaf pages are to help the teacher gain better insight into the suggested activities mentioned in the Handbook. It is hoped that the teacher will add additional aids as she collects supplemental materials which will help strengthen the health education program during the years.

A Source List of Health Education Materials is provided in the Kit Section to enable the teacher in acquiring further materials from various health agencies. This source list is cross-indexed to help the teacher locate materials by subject, or by agency. Table A gives an alphabetical list of health subjects. The numbers refer to Table B which gives the names and addresses of those agencies providing information on this subject.

A special reference sheet on Safety Materials is also available in the Kit Section.

The Fresno County Schools Library will provide additional textbooks upon request, to meet the teacher's needs in special health fields. At the present time the Scott Forsman Health Series is the County Board of Education's approved Health Text. These books are available through the library and are limited to fifteen per class.

The Fresno County Schools Health Coordinator, Special Education Department, and Coordinator of Nurses, are ready to help you at all times. Please feel free to call upon us for service.

KERMIT KOONTZ,
Health Coordinator
Fresno County Schools

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PERSONAL HEALTH

ACTIVITIES — MATERIALS

A. Understands that rest is essential for body development

1. Read about sleep and discuss hours of sleep necessary for children.
2. Keep a class record of the hours of sleep the students get. See Kit #1
3. Discuss the relationship between rest and posture.
4. Make posture pictures using stick figures. See Kit #2
5. See and discuss film. ("Rest and Health".)
6. Read about and discuss various forms of relaxation.
7. Dramatize comparison of child who has had sufficient rest to one who has not. Illustration: Compare child (neat, alert, pleasant) to child (not neat, inattentive, unpleasant).

BOOKS:
Charters, Habits Healthful and Safe, pp. 236-242
Hallock, Teamwork for Health, pp. 95-97
Wilcox, Here's Health, pp. 58-80
Shacter and Bauer, You and Others, pp. 97-98

FILMS:
"Rest and Health"

B. Understands what constitutes good grooming and how to achieve a well-groomed appearance.

1. Read and discuss what constitutes good grooming. List various phases of good grooming.
    a. Hair
    b. Clothes
    c. Cleanliness
2. Bring pictures from magazines concerning hair (styles, color, cleanliness, and neatness). Make a bulletin board. Discuss pictures.
3. List good grooming habits concerning hair.
4. Study why extremes are not acceptable in hair style.
5. Pin up and style hair of few girls in class.
6. See film strip and discuss care of nails.
7. Bring equipment for care of nails and keep on display. Demonstrate and discuss use of equipment. Let students experiment in free time.

BOOKS:
Brownell, Crossroads, p. 139
Jones, Keeping Healthy, pp. 85-86, 216
Charters, Let's Be Healthy, pp. 123-143

FILMS:
"Your Cleanliness"

FILMSTRIPS:
"Care of Hair and Nails"
"You're on Parade"

MATERIALS:
Pictures brought to school earlier.

EQUIPMENT:
File, emery board, orange stick, cuticle oil, cuticle scissors, clear polish, polish remover, cotton.

ACTIVITIES | MATERIALS

8. Bring pictures of various kinds of clothes for bulletin board.

9. Discuss important phases of clothing:
    1. cleanliness
    2. neatness
    3. appropriate clothing
    4. clean shoes

10. See filmstrip.

11. Discuss and read about cleanliness.

12. See film.

13. Draw pictures of boys and girls, showing good grooming and poor grooming. See Kit #3

14. Have panel discuss teenage styles. What constitutes good taste in hair cuts, dress, etc.

C. Understands need of exercise for body development.

1. Read and discuss exercise.

2. Discuss forms of exercise in which pupils participate.

3. See film.

4. Pupils list favorite sports and after each write the parts of their bodies that get the most exercise in these activities.

5. Students demonstrate different calisthenics and tell the value of each.

6. Students keep an accurate account on exercise chart distributed by teacher. See Kit #4 (Chart.)

7. Discuss exercise as it relates to posture.

BOOKS:
O'Keefe, Knowing Yourself, pp. 60-61
Shacter and Bauer, You and Others, pp. 101, 162, 154-157
Wilcox, Here's Health, pp. 50-54, 45-48

FILM:
"Exercise for Healthy Living"

D. Understands the importance of fresh air to health and healthy lungs.

1. Discuss air and the importance of proper ventilation.

2. Discuss mouth breathing and associated causes.

3. Study organs and their function in the respiratory system.

BOOKS:
O'Keefe, Knowing Yourself, pp. 154-170
Brownell, Crossroads, pp. 262-266
Wilcox, Full of Life, pp. 171-173
Wilcox, Here's Health, pp. 207-216

BOOKLET:
Red Cross First-Aid Book

ACTIVITIES	MATERIALS
4. See filmstrips.	
5. A student or group gives a report and demonstrates various methods of artificial respiration.	

EYES AND VISION

ACTIVITIES / MATERIALS

A. Appreciates the benefits of good vision.

ACTIVITIES

1. Discuss benefits of good vision. See film. ("Eyes Bright".)
2. Discuss important parts of the eye as to their function, e.g. cornea, pupil, iris, lens. See Kit #5 (test).
3. Discuss how certain occupations are dependent upon good vision.
4. Write jingles about keeping good vision. Make posters to illustrate jingle. See Kit #6
5. Demonstrate blindness by having pupils write their names on paper or chalkboard with eyes closed. Have those wearing glasses tell how glasses have helped them.
6. Compare eye to camera. Demonstrate with magnifying glass how picture looks upside down.

MATERIALS

BOOKS:
Andress, Building Good Health, pp. 161-168
Brownell, Crossroads, pp. 93-95
Charters, Let's Be Healthy, pp. 181-183
Jones, Keeping Healthy, pp. 291-292
Shacter & Bauer, You and Others, pp. 168-169, 171
Wilcox, Full of Life, pp. 108-112

FILM:
"Eyes Bright"

FILMSTRIP:
"Your Eyes at Work"

PAMPHLETS:
"Care of Your Eyes" and "Take Care of Your Eyes", California Dept. of Public Health, 2151 Berkeley Way, Berkeley 4, California

CHART:
"Vision" master key to "Man's Progress", Better Vision Institute, Inc., 630 - 5th Avenue, New York 20, N.Y.

EQUIPMENT:
Magnifying glass
Model of the eye

B. Develops an awareness of the signs of eyestrain and the need for consulting a doctor if there are signs often present.

ACTIVITIES

1. Read about signs and causes of eyestrain.
2. Read how eyestrain can be corrected by proper light, ventilation, diet, rest, eye exercises, and glasses.
3. List most common eye troubles. Give oral reports.
4. Illustrate with posters how faulty vision is corrected by wearing lenses. Use examples found on eye chart and enlarge illustrations.
5. Write dramatization on "Eye Trouble" before and after going to doctor. Bring in idea of improvement in health, school work, and happiness of child at home and school. See Kit #7

MATERIALS

BOOKS:
Andress, Building Good Health, pp. 165-168
Brownell, Crossroads, p. 94
Charters, Let's Be Healthy, pp. 183-187
Hallock, Teamwork for Health, pp. 28-29
Jones, Keeping Healthy, pp. 291-292
Wilcox, Full of Life, pp. 122-132

PAMPHLETS:
"What is Astigmatism"
"What is Farsightedness"
"What is Nearsightedness"
"What is 20/20 Vision"
"Visual Training for Better Living"
Vision Conservation Institute,
674 South Lafayette Place,
Los Angeles 57, Calif.

ACTIVITIES	MATERIALS
6. Invite doctor to discuss with class the need for continuous eye examinations.	PAMPHLETS - Cont'd.: "Eyes for the Future", California Dept. of Public Health, 2151 Berkeley Way, Berkeley 4, California CHART: "Vision" master key to "Man's Progress"

EARS AND HEARING

ACTIVITIES — MATERIALS

A. Understands how we hear and the science of sounds.

ACTIVITIES

1. Discuss importance and necessity of hearing.
2. Place ways in which we use our ears on strips of tagboard to be arranged on a bulletin board. See Kit #8.
3. Draw outer ear and cut out. Class chooses an "ear" to be placed on bulletin board on the head of a clown with the above strips of tagboard.
4. See film "The Ear and Hearing". Play the game of "I SAW" and show film again for further clarification of points. See Kit #9.
5. Compile a list of points not clearly understood. (Children dictate and teacher points on board.) Clarify points through discussion and reference material.
6. Study "The World of Sounds". Perform suggested experiments.
7. Learn the parts of the ear and how they function.

MATERIALS

BOOKS:
Brownell, Crossroads, pp. 70-71
Hallock, Teamwork for Health, pp. 81-83
Knox, The Wonderworld of Science, pp. 129-154
Shacter & Bauer, You and Others, pp. 168-170
Wilcox, Here's Health, pp. 113-118

FILM:
"The Ears and Hearing"

PAMPHLETS:
Kranz, Fred. Mechanical Principles of the Human Ear, pp. 3-4, See Kit #37, Table B

CHARTS:
Elementary Physiology by Robert E. Holding--Denoyer--Geppert Co., Chicago, Illinois
"How We Hear", See Kit #37, Table B
"Your Ears and Eyes" (Enlargement of pp. 186-187 of You and Others,) Scott Forsman Co., San Francisco 5, Calif.

MODEL:
Model of the Ear

B. Understands how loud noises, blowing the nose too hard, swimming, and digging wax from the ear may injure the ear.

ACTIVITIES

1. Read for information regarding injuries to the ear.
2. Discuss our findings of how ears may be injured.
3. Make posters pointing out some of the ways by which ears may be injured. See Kit #10

MATERIALS

BOOKS:
Andress, Building Good Health, pp. 159-160
Brownell, Crossroads, p. 73
Charters, Let's Be Healthy, pp. 33-34, 193-198
Hallock, Teamwork for Health, pp. 81-83
Knox, The Wonderworld of Science pp. 154-155
Shacter & Bauer, You and Others, pp. 172-173
Wilcox, Here's Health, pp. 119-122

PAMPHLETS:
Parker, Bertha. "Sound", pp. 30-32
"Eyes that See and Ears that Hear", pp. 14-22, See Kit #37, Table B

NUTRITION

ACTIVITIES | MATERIALS

A. Understands superstitions concerning foods.

1. Review basic seven (or basic five) foods.
   - a. Make "Health Dolls" from basic foods cartons.
   - b. Complete charts, "What Did You Eat Today?" See Kit #11
2. Display large charts and posters in room showing basic seven (or basic five) foods.
3. Work with cafeteria.
   - a. Work with menu-planning committee.
   - b. Understand and appreciate the cafeteria program.
   - c. Evaluate the school lunch menus.
   - d. Daily evaluation of the lunch just eaten.
4. Work with home economics teacher. Room teacher invited for a breakfast. Learn proper table setting, pleasant surroundings, good manners, etc.
5. Take field trips to a creamery and to food processing plants to gain an appreciation and understanding of pure food laws and also gain an appreciation of sanitary measures taken in food preparation.
6. Show and discuss films and filmstrips in relation to nutrition. Filmstrip "Proper Foods" is excellent for dramatization.
7. Distribute pamphlets, "Eat Right to Win". Each student read and discuss in relation to his own attitudes and habits of eating.
8. Attacking food fads and fallacies. See Kit #12

BOOKS:
Andress, Building Good Health, pp. 37-39
Byrd, Nutrition Sourcebook, pp. 284-301
Callahan, Payne, The Great Nutritional Puzzle, pp. 163-174
Charters, Let's Be Healthy
Diehl, Textbook of Healthful Living, pp. 143-147, 165-168
Jones, Keeping Healthy, pp. 57-127
Knox, Wonderworld of Science, pp. 258-264
Shacter, You and Others, pp. 119-130
Wilcox, Full of Life, p. 34
Wilcox, Here's Health, pp. 171-183

FILMS:
"Foundation Foods"
"Foods that Build Good Health"
"Eat for Health"
"Manners Are Important"
"Science and Superstition"

FILMSTRIPS:
~~"Proper Foods"~~
"Eat A Good Breakfast"
"Nutrients In Foods"
"Food for Health"
Fresno County Audio-Visual Dept.

PAMPHLETS:
"Eat Right to Win", See Kit #37, Table B
"Foods", Parker, Basic Science Education Series, California Dept. of Education, 1952, pp. 30-31
"Food Facts Talk Back", American Dietetic Association, 1957, 640 North Michigan Ave., Chicago, Illinois
"Nutrition--Up-To-Date, Up To You", U.S. Dept. of Agriculture, Bureau of Human Nutrition and Home Economics., Washington, D.C.
"Food For The Family", See Kit #37, Table B
American Institute of Baking, 400 East Ontario Street, Chicago 11, Illinois

CHARTS:
"Design for Better Living" Wheat Flour Institute, Chicago, Illinois
"Health is Not Just Luck--Which are You Whistler or Whiner?" See Kit #37
"A Guide to Good Eating" Dairy Industry Advisory Board, Sacramento, Calif.
"What Did you Eat Today?" American Institute of Baking, 400 Ontario St., Chicago, Illinois.

B. Understands the effect of emotional disturbances on digestion.
C. Understands the effect of fatigue upon digestion.

1. Discuss and understand what happens in the digestive process and how emotion and fatigue affect proper digestion. See Kit #13
2. Show and discuss chart on the digestive process.
3. Show filmstrip on digestion of food.
4. Discuss and list their own experiences of how fatigue and emotions have affected their digestion at some time.
5. Dramatize pleasant and unpleasant mealtime situations.
6. Summarize learnings by listing causes for disturbance of digestion from emotions and fatigue.
7. Choose a committee to make a poster summarizing the above learnings.

BOOKS:
Andress, Building Good Health, pp. 57-74
Charters, Habits, Healthful and Safe, pp. 224-228
Diehl, Textbook of Healthful Living, pp. 129-142
Hallock, Teamwork for Health, pp. 195-201
Knox, Wonderworld of Science, pp. 19-21
Payne, The Great Nutrition Puzzle, pp. 90-93
Shacter, You and Others, pp. 36-39
Wilcox, Good for You, pp. 87-88
Wilcox, Here's Health, p. 195

BOOKLETS:
"Your Child From Six to Twelve", pp. 111-115, Children's Bureau Publication #324, U.S. Dept. of Health Education and Welfare, Social Security Administration, Children's Bureau, Washington, D.C.

FILM:
"Why Tommy won't Eat"

FILMSTRIP:
"Your Food and Digestion"

D. Evaluate advertising concerning food.

1. Evaluate pressure advertising as used to influence buying.
2. Study food advertisements from magazines and newspapers. Discuss the appeal, truth, color, logic, etc., used in the ad and how we might be influenced by certain ads.
3. Discuss the appeal of food ads and related gimmicks, contests and lures to get people to buy their product.
4. Discuss radio and T.V. ads and the use of famous personalities in advertising foods.
5. Discuss dieting and advertising.
6. Summarize the discussion on advertising of foods. Appoint a committee. See Kit #14
7. Write some original ads for your favorite foods.

BOOKS:
Byrd, Nutrition Sourcebook, pp. 30-40
Callahan, The Great Nutrition Puzzle, pp. 163-174
Diehl, Textbook of Healthful Living, pp. 143-147
Knox, Wonderworld of Science, pp. 260-261

BOOKLETS:
"Food Facts Talk Back", American Dietetic Association, 620 N. Michigan Ave., Chicago, Illinois
"Foods", pp. 30-31, Basic Science Education Series, California Department of Education.

DENTAL HEALTH

ACTIVITIES — MATERIALS

A. Understands methods of preventing tooth decay other than brushing.

ACTIVITIES

1. Review care of teeth from past instruction.
2. Discuss importance of rinsing mouth with water immediately after eating sweets. Water will dilute sugar before acid forming bacteria can go to work.
3. Emphasize influence of good nutrition on dental health:
   a. carrots, apples, vs. sweets.
4. Dramatize situations involving good eating habits in contrast to poor ones, as related to dental health. Use puppets.
5. Read about and discuss fluoridation.
6. Have school nurse speak to group about fluoridation. Local water supply.
7. Keep bulletin board on dental health. Display booklets from American Dental Association. See Kit #15.
8. Emphasize need of frequent visits to the dentist, and for orthodontist care if necessary. "Wear braces now--be beautiful later!"
9. Check list - "How Do You Rate?" See Kit #16.
10. Dental check by school nurse. References to parents, follow-up conferences and dental appointments made. Some aid is available to families in need.
11. Contact Speaker's Bureau, Fresno-Madera County Dental Association.
12. Evaluation.

MATERIALS

BOOKS:
Jones, Keeping Healthy, pp. 109-213
Knox, Wonderworld of Science, pp. 262-264
Schloat, Your Wonderful Teeth
Shacter, You and Others, pp. 186-193

BOOKLETS:
"Answers to Criticisms of Fluoridation"
"Fluoride Means Less Tooth Decay"
"Tooth Decay, What To Do About It"
"Orthodontics, Questions & Answers"
"Diet and Dental Health", American Dental Association, 222 E. Superior Street, Chicago, Illinois
"For Good Teeth", See Kit #37, Table B

FILMS:
"It Doesn't Hurt A Bit"
"Dental Health and Why"
Fresno County Audio-Visual Dept.

FILMSTRIPS:
"Your Teeth and Their Care"

MODELS:
Teeth and brush.

MATERIAL SOURCES:
See Kit #37, Table B
See Kit #37, Table B
See Kit #37, Table B

FAMILY HEALTH

ACTIVITIES

MATERIALS

A. Develops attitude of responsibility for infant care.

1. Help children understand responsibilities of older and younger children in the family.
2. Develop understanding of need for older children to help with infant care.
    - a. List qualities needed for responsible baby sitting.
    - b. Have a panel of students discuss questions given by class pertaining to emotional problems of family responsibilities.
    - c. List on the chalkboard contributions some of the children are making in their own homes. Assign each child to keep a list of their duties at home for a week's time.
3. Children could make booklets divided into sections for each area of Family Health.
4. Discuss a code for baby sitters. See Kit #17.

BOOKS:

Charters, Smiley, Strang; Habits, Healthful and Safe, pp. 248-253
Shacter and Bauer, You and Others, pp. 74-80, 102-104

MATERIALS TO ORDER:

Kit for Moral and Spiritual Values in Education, C.T.A., 693 Sutter St., San Francisco 2, California ($1.00)
Life with Brothers and Sisters, Science Research Associates, 57 W. Grand Ave. Chicago, Illinois
See Kit #37, Table B for the following:
Agressiveness in Children (30¢)
A Guide to Better Discipline (60¢)
Children in the Family--Rivals and Friends (60¢)
Controversial Problem of Discipline, (60¢)
Democracy Begins in the Home (25¢)
Discipline for Today's Children and Youth ($1.00)
Discipline: What is it? (10¢)
Don't Be Afraid of Strong Feelings (10¢)
Fads and Facts as the Bases of Child Care Practices (15¢)
Fears of Children (60¢)
Feelings and Emotions (85¢)
How to Live with Children (60¢)
How to Teach Your Child About Work (25¢)
Integration and Conflict in Family Behavior (40¢)
Television: How to use it Wisely with Children (15¢)
The State of the Family and How it is Reflected in our Children (15¢)
Understanding Children's Behavior (60¢)
Understanding Hostility in Children, (60¢)
What are the Causes of Sibling Conflict? (5¢)
What Makes Children Misbehave? (10¢)
Your Child and the People Around Him (60¢)
Your Child's Sense of Responsibility (25¢)
What to Expect of Baby From 1 to 12 Months (25¢)
How Much Freedom for the Pre-School Child? (15¢)
Sex Education for the School Age Child (10¢)

ACTIVITIES   MATERIALS

Making the Grade as Dad (25¢)
The Man in the Family (65¢)
Infant Care -- U. S. Children's Bureau (15¢)

See Kit #37, Table B for the following:
The Child in the Family (15¢)
Comic, Television, and our Children (15¢)
Are Comic Books a Menace? (15¢)
Entertaining Your Children (15¢)
What to do about the Jealous Child (15¢)
Manners for Mites (15¢)
Emotional Health in Work and Play (15¢)
The Teacher's Role in Mental Hygiene (15¢)
How Teachers can Build Mental Health (10¢)

B. Assists Parents in Care of Infant.

1. Have class discussion on safety practices near infants, and basic first aid.
2. Have class make charts of safety practices.
3. Have children keep records to put in their booklets in what ways they have assisted younger brother and sisters. Enter this in the first section of their booklet.
4. Discuss problems of getting young children to bed.
5. Visit a day nursery or kindergarten to see how young children are managed.
6. Prepare a scrap book of stories, poems and riddles to be used while baby sitting.
7. Memoranda for baby sitters. See Kit #18.

BOOKS:
See, Habits Healthful and Safe
Spock, Baby and Child Care

FILM:
"Baby Sitter"

PAMPHLETS:
A Manual for Baby Sitters, Marion Lowndes; Little, Brown & Co. (1949)
Formula for Child Safety, See Kit #37, Table B

C. Understands Community Responsibilities as They Affect Family Life.

1. Make class survey to determine the number protected from communicable diseases -- Diphtheria, Smallpox, Polio, etc..
2. Discuss mosquito control around the home.

BOOKS:
Jones, Morgan, Landis; Keeping Healthy, pp. 231-255, 279-295
Shacter & Bauer, You and Others, pp. 218-219, 265-271

ACTIVITIES | MATERIALS

3. Make charts showing good sanitary practices around the home.

4. Have the children learn of the various agencies in the community that are interested in family life.

5. Field trips to the various community agencies: Fire Department, Police Department.

6. Have children make reports on agencies for their booklets and to the class.

FILMSTRIPS:
"Holiday Picnic"
"Working Together"

D. Understands Social Functions of the Family.

1. Discuss the importance of the family "oneness" or unit:
    a. Loyalties to parents and brother and sisters.
    b. Sharing everyday experiences with the family.
    c. Religious training and experiences.
    d. Sharing in responsibilities and chores in and around the home.

2. Investigate the community recreational facilities (not necessarily commercial type).

3. Plan a family outing-menu for picnic lunch. Time should be allowed for activities on the part of the family to participate in during the day and how tasks could be shared.

BOOKS:
Shacter & Bauer, You and Others, pp. 74-80

FILMS:
"Everday Courtesy"
"Family Teamwork"
"Glen Wakes Up"
"Time for Television"

PAMPHLETS:
"All Play and No Work", Family Affairs, U.C. Agricultural Extension Service.

E. Understands relationships between those who represent authority and those who are subject to authority.

1. Discuss the reasons for the need for authority and rules.
    a. List the results which children believe would take place if no authority existed.
    b. In what ways is authority found at home, at school, and in the community, and why?
    c. Have a panel with questions by the class discuss problems relating to rules and authority.

2. Develop the fact that children must obey their parents and why behavior expectations vary in different families and communities.

3. Have a panel discuss how rules and regulations provide enjoyment in athletics. Discuss what would happen if an umpire or referee were not in charge.

BOOKS:
Jones, Morgan, Landis; Keeping Healthy, pp. 149-150

FILMS:
"Family Teamwork"
"Friendship Begins at Home"
"Home Ground"
"Obligations"

COMMUNITY HEALTH

ACTIVITIES MATERIALS

A. Understands meaning of community health.

1. Distinguish between personal and community health.
2. Have class list factors which endanger a community's health.
3. Make chart showing agencies that protect the community's health.
4. List signs found in the community that emphasize health, e.g.,
    a. "No Smoking"
    b. "Put Trash Here"
    c. "Don't Be A Litterbug"
5. Invite nurse to tell about the work of the Health Department.

BOOKS:
Shacter & Bauer, You and Others, pp. 208-272
Jones, et al, Keeping Healthy, pp. 231-255, 292-295
Hallock & Allen, Teamwork for Health, pp. 280-283, 228-235, 297-298

BOOKLETS:
"Drinking Water Disinfection", U. S. Dept. of Public Health
"Water Analysis", California State Dept. of Public Health

FILMS:
"Defense Against Invasion"
"Magic Touch"
"Your Health in the Community"
"Your Health at School"
"Insects as Carriers of Environmental Sanitation Disease"
"Rabies"
"Winged Scourge"
"Our City Streets"
"Story of Dr. Jenner"

FILMSTRIPS:
"Insects, Pests and Diseases"

B. Understands the source of local water and its protection..

1. Discuss need of pure water.
2. Have class list various sources of water, e.g.: private wells, city systems, springs, rivers, etc.
3. Have children draw posters showing how water is contaminated.
4. Invite sanitation engineer from Health Department to discuss safe water supplies.
5. Have a science unit on Water, Its Properties and Impurities.

C. Understands that swimming pools must have safe water supplies and be free from contamination.

1. Have class draw up rules for sanitary procedures in maintaining a swimming pool.
2. Discuss personal cleanliness in keeping a pool clean.

ACTIVITIES MATERIALS

3. Discuss types of disinfectants used in swimming pools.

4. Invite local pool operator or sanitarian from Health Department to talk of pool sanitation.

D. Understands services of Health, Fire and Police Departments.

1. Have talk by representative of local Fire Department.

2. List work of fire department.

3. List work of Police Department or Sheriff's Office.

4. Have talk by member of the Highway Patrol.

5. Have assembly hear lecture on narcotic users by a county narcotics agent.

6. Find reference material referring to Public Health Department or Department of Education and Welfare.

7. Make posters on the work of the Fire Department.

8. Discuss work of the Health Department.

9. Make report on the Health Department.

10. Discuss work of the Disposal Department.

11. Make reports on the Disposal Department.

12. Discuss ways of sewage disposal.

13. Make reports on various ways of sewage disposal.

14. Have children discuss the way milk is pasturized and the need of pasturization.

15. Have children make reports on dairy barns and pasturization.

16. Have speaker from Mosquito Abatement District.

E. Understands differences between Community Health and Community Services.

1. List organizations of Community Services.
    a. Child Guidance Clinic
    b. County Probation Department

BOOKS:
O'Keefe and Maxwell, Knowing Yourself, pp. 259-269

ACTIVITIES

- c. Salvation Army
- d. Family Service Center
- e. Adoption Agency
- f. Juvenile Hall
- g. Bureau of Vocational Rehabilitation
- h. Civil Defense
- i. Recreation Department
- j. Red Cross
- k. Volunteers of America

2. List Community Health Services
   - a. County Hospital
   - b. Health Dept. (County and City)
   - c. Cancer Society
   - d. Fresno Community Council
   - e. Fresno County Foundation for Mentally Retarded
   - f. Fresno County Heart Association
   - g. Fresno County Hearing Society
   - h. Fresno County Society for Crippled Children
   - i. Fresno County Tuberculosis Association
   - j. Mental Health Society
   - k. Fresno County Medical Society
   - l. Fresno County Dental Society

3. Discuss contribution of various agencies.

MATERIALS

Shacter, You and Others, pp. 258-264

BOOKLETS:
"A Guide to Health Welfare, Recreation", Fresno Council, 2211 Kern St., Fresno, Calif.

MENTAL HEALTH

A. Understands his responsibility for making a happier home, school, and community environment.

ACTIVITIES

1. Discuss with the class what mental health or growing up mentally actually means. Put the list "Growing Up Mentally" on the board or use it in a bulletin board display. See Kit #19
2. Mental health is for every day. Read the list of sayings to the class for suggestions to them to draw cartoons about mental health at home, work, school, and play. Display the drawings on the board. Follow up by having the student write a story about his picture. See Kit #20
3. Have students define a happy home. Post on bulletin board prize winning definitions. See Kit #21
4. Write, without signing name, a list of helpful and satisfying things derived from your home. How much did you contribute to making your home happy?
5. Bring pictures which illustrate as many of these characteristics as possible. Select the best and post them. Characteristics of a satisfying home. Report ways of showing affection between members of your family. See Kit #21
6. Make a list of the personal responsibilities each student has in his home. 1. Caring for the home; 2. Caring for younger or older members; 3. How much he contributed to the needs and interests of the family.
7. Title for a theme to be written. "The Family That Plays Together Stays Together". Discuss the values of games and music.
8. Children are to make up a list of rules for what they expect in the classroom environment. Post the list in the room.
9. Make puppets to dramatize the right and the wrong way to give criticism in the classroom. Point out the fact that we are not all perfect and will all make mistakes.

MATERIALS

BOOKS:
- Beckley-Cardy, Full of Life, pp. 8-20
- Beckley-Cardy, Here's Health, pp. 8-30
- Brownell, Evans; Crossroads, pp. 22-81
- Charters, Smiley, Strang; Habits Healthful and Safe, pp. 21-71
- Jones, Morgan, Landis; Keeping Healthy, pp. 146-150
- Shacter & Bauer, You and Others, pp. 6-203

FILMS:
- "Everyday Courtesy"
- "Glen Wakes Up"
- "Good Sportsmanship"
- "Other People's Property"
- "Our City Streets"
- "Respect for Property"
- "School Rules: How They Help Us"
- "Words of Courtesy"

FILMSTRIPS:
- "New Classmate"

MATERIALS:
- Booklet - "Resource Units in Personal and Family Living" (G. E. Watson, State Superintendent, Madison 2, Wisconsin)
- Comic Booklet - "Blondie and Mental Health" - New York Dept. of Mental Hygiene, Albany, New York
- Mental Health Calendar (New York Dept. of Mental Hygiene, Albany, New York.)

ACTIVITIES MATERIALS

10. Give "Friendliness Test" to the class. Have them take it and then evaluate it with the teacher. A friendly attitude should prevail in the classroom at all times. See Kit #22

11. Make a bulletin board as illustrated, or one that is similar. See Kit #23

12. Plan many activities where leadership qualities will come forth, such as committee work, decisions, and many responsibilities.

13. Children should learn to make new pupils feel at home by displaying a friendly and helpful attitude.

14. Have children read for reference material on what proportion of a pupil's recreation should be in the home and what should be with groups in the community. Follow with discussion.

15. Stage a clean-up campaign for school, home, and community. Have students responsible for it and have them make posters on the same subject.

16. Lesson on manners that should be displayed to adults in the community and elsewhere. Have committee work on what to expect from boys and girls in their community. "What My Community Job Is", "Consideration of the Public".

17. Have class discuss personality test. See Kit #24

B. Understands why dislikes and likes occur concerning members of his group.

1. Make a sociogram of the class. (For teacher use only.)

2. Students make a list of qualities that they like in their friends. A list of undesirable qualities will also develop. Put up on the bulletin board and title "Let's Improve".

3. Take a piece of paper and divide it into three columns. Fill them in, be honest with yourself. See Kit #25

4. Friends with different interests and hobbies can learn from each other. Form a Hobby Club and have different

BOOKS:
Beckely-Cardy, Full of Life
Beckely-Cardy, Here's Health
Charters, Smiley, Strang; Habits Healthful and Safe
Shacter & Bauer, You're Growing Up, pp. 48-60, 64-65, 68-69

FILMS:
"Are Manners Important"
"Helping Johnny Remember"

PAMPHLETS:
Understanding the Adolescent
Understanding the Teen-Ager
See Kit #37, Table B

ACTIVITIES

displays by the members. Use a poster to create interest. Kit #26

5. Have discussions on how all people differ in the way they look, think, and act. Call attention to the different sizes in one class and how people really do not closely resemble one another.

6. Write a story about how people differ from each other. These differences make life very interesting. Name as many different foreign countries as you can.

7. Discuss why living in the same house and eating the same food does not make people alike.

8. Make a list of the different types of homes you come from:
   a. farm
   b. small town
   c. city
   Tell how they affect mental health.

9. Study the cultures of several different countries and discuss in what ways they are like ours and in what ways they are different. It is important that we understand other people from other countries and respect their cultures.

MATERIALS

MATERIALS:
Booklet - "Resource Units in Personal and Family Living" (G. E. Watson, State Superintendent, Madison 2, Wisconsin.)

C. Learns satisfactory ways of coping with difficult feelings.

1. Use a microphone in the cloakroom and let different children read paragraphs from their readers trying to express the emotions that will occur -- joy, surprise, disappointment, fear, sadness, etc.

2. Have the class fill in the mimeographed form on "Emotions". See Kit #27

3. Display bulletin boards with cartoons that would point out some of the feelings of the class. Ask the class members what the cartoon means to them. See Kit #28

4. Discuss how unhealthy it is to keep emotional tensions bottled up inside us. List ways to work out problems:
   a. Talk your problems over with a friend or advisor

BOOKS:
Beckley-Cardy, Full of Life
Beckley-Cardy, Here's Health
Brownell, Evans; Crossroads, p. 228
Charters, Smiley, Strang; Habits Healthful and Safe
Jones, Morgan, Landis, Keeping Healthy, pp. 133-137
Shacter & Bauer, You and Others, pp. 18-20, 51-52, 74-76, 91-94

PAMPHLETS:
Emotions and Physical Health. See Kit #37, Table B

MATERIALS:
Booklet - "Resource Units in Personal and Family Living" (G. E. Watson, State Superintendent, Madison 2, Wisconsin.)

ACTIVITIES MATERIALS

   b. Keep sound health habits.
   c. Create outlets such as hobbies that have both physical and mental outlets.
   d. Face up to your emotions instead of ignoring them.

5. Bulletin board on "Letting Off Steam". A way of protecting our mental health. See Kit #29

6. Working problems and feelings out alone.
   a. Decide what the problem is and why it is important to you.
   b. Try to understand the problem more fully.
   c. Think of the things you can do about it and why each is poor or good.
   d. Decide on the best things to do and make a plan to carry them out.
   e. Carry your plan out.

7. Form committees and have them decide what they think jealous feelings are. Also, why losing one's temper spoils the fun.

D. Learns that once you understand and admit your feelings and handicaps, it is easier to do something about them.

1. Discuss with the class that almost everyone has a problem of some sort or another. Some of these cannot be solved without help. Have students fill out the counseling form. See Kit #30

2. Have children write story of a brave physically handicapped person who accepted his or her handicap and went on to be something in life. Precede this with a discussion of how much more we can actually do if we realize that we can't always have the highest goal.

3. List ideas on the board about how to be truthful with ourselves and find out some of our feelings. Have the class discuss some of the feelings that are the most prevalent.

4. Have each pupil list a new activity he tried lately. Did he enjoy it? Explain feelings as to why he did or did not like the new activity.

BOOKS:
Beckley-Cardy, Full of Life
Beckley-Cardy, Here's Health
Brownell, Evans; Crossroads
Charters, Smiley, Strang; Habits Healthful and Safe
Jones, Morgan, Landis; Keeping Healthy, pp. 137-146
Shacter & Bauer, You and Others

FILMSTRIPS: (All are with SOUND)
"Barrie Didn't Report"
"Carol Had Problems"
"Eddie Wasn't There"
"Julie Was Lost"
"Sandy Got Stuck"

PAMPHLETS:
"Health Conditions Affecting the Personality of School Youth" (American Medical Association, 535 N. Dearborn Street, Chicago 10, Illinois)

MATERIALS:
Booklet - "Resource Units in Personal and Family Living" (G. E. Watson,

ACTIVITIES	MATERIALS
5. Stress the fact that they will always have good mental health if they can get along with themselves and accept themselves as they are and don't fret over their short-comings or their failures. Don't let emotions or worries run away with you. Respect yourself.	State Superintendent, Madison 2, Wisconsin.)
6. Discuss the importance of recognizing our own mistakes and the necessity of profiting by them in the future.	
7. Hold individual conferences with all pupils. Discuss each other's work in the class, giving and taking advice.	
8. Discuss the importance of persons with sight or hearing handicaps wearing their glasses or hearing aids.	
9. Help the handicapped children individually to develop the skills they need. Plan with them definite things they can do in meeting the difficulty.	
10. When children are embarrassed by physical defects: a. Emphasize the things they can do. b. Capitalize on the handicap when possible, such as using the tall child as center in basketball. c. Talk things over with the child to help him develop a realistic but hopeful understanding of himself. d. Encourage other children to treat handicapped children as normal except for actual limitations imposed by the handicaps.	

SAFETY

ACTIVITIES / **MATERIALS**

A. Understands dangers of farm equipment.

1. Discuss placing and safe handling of fuels and explosives.
2. Discuss care and working with farm animals.
3. Discuss dangers of playing and working around farm equipment.
4. Make sand table showing farm safety.
5. Make mural of farm safety.

BOOKLETS:
"Building for Safe Living" Workbook, Heath and Co., pp. 95-111

MATERIALS:
Farm Division of National Safety Council, 425 N. Michigan Avenue, Chicago, Illinois (No charge.)

B. Understands safe use of firearms.

1. Demonstrate proper handling of firearms. Use County Office film "Safety with Explosives".
2. Use local school kit on recognizing dynamite caps. Additional kits are available in Audio-Visual Department.
3. Have class make chart listing potential explosives found in the home, e.g. cartridges, cleaning fluids, etc.

BOOKLETS:
"Firearms Manual"

FILMS:
"Safety With Explosives"

C. Understands why laws and rules are necessary for safe conduct for individuals and groups.

1. Discuss safety rules to and from school.
2. Discuss school ground and classroom safety.
3. Discuss children's responsibility in preventing accidents.
4. Collect newspaper articles about accidents involving children.
5. Discuss how accidents can be avoided. See Kit #31
6. Make scrapbook of rescues--whether successful or not.
7. Organize safety club.
8. Make posters and slogans.
9. Discuss sports' rules that provide for safety in athletics.
10. Discuss the necessity of supervising: teachers, umpires, referees, etc.

BOOKS:
Brownell, Clifford; Crossroads, ABC Health Series, pp. 117-119
Charters, Habits Healthful and Safe, pp. 6, 18, 55, 189
O'Keefe, Knowing Yourself, pp. 217-230
Shacter & Bauer, You and Others, pp. 38-139, 177-179
Wilcox, Full of Life, pp. 135, 143-148

FILMS:
"Why Take Chances"

FILMSTRIPS:
"Better Safe than Sorry"

PAMPHLET:
"Safety Through Elementary Science", National Commission on Safety Education.

ACTIVITIES — MATERIALS

D. Practices bicycle safety.

ACTIVITIES

1. Make safety posters. See Kit #32
2. Make bulletin board on bicycle safety:
   a. Rules for bicycle riders
   b. Safety check points for safer operating conditions
   c. List serial and license numbers
   See Kit #33
3. Have bicycle rodeo. See Kit #34
4. Make bicycle safety poems.
5. Organize a Safety Patrol that can give tickets to student violators.
6. Discuss bus rules.
7. Discuss safe places to ride and play.
8. Make scrapbook on vehicle accidents involving children.

MATERIALS

BOOKS:
- Andress, Building Good Health, pp. 237-238
- Brownell, Clifford; Crossroads, pp. 120-122
- Charters, Let's Be Healthy, pp. 3-4
- Hallock, Teamwork for Health, pp. 294-296
- O'Keefe, Knowing Yourself, p. 190
- Wilcox, Full of Life, pp. 141-144
- Wilcox, Here's Health, pp. 131-134

BOOKLETS:
- County Manual - "Bicycle Safety"

FILMS:
- "Drive Your Bike"
- "I'm No Fool With A Bicycle"

FILMSTRIPS:
- "Safety on Two Wheels"

E. Understands dangers of outdoor living, sunburn, poison-oak, swimming, etc.

ACTIVITIES

1. Discuss swimming safety rules.
2. Discuss dangers and prevention of sunburn and sun-stroke.
3. Discuss dangers of water sports.
4. Make scrapbook of accidents by water.
5. Discuss dangers of swimming alone.
6. Discuss dangers of swimming in canals.
7. Discuss good camping spots.
8. Discuss fire safety in camping.
9. Discuss dangers of getting lost when hiking.
10. Recognize dangerous camping areas.
    a. Poisonous snakes
    b. Poison-ivy and Poison-oak
11. Show and become familiar with Red Cross First Aid Book.
12. Make chart of summertime safety. See Kit #35

MATERIALS

BOOKS:
- Brownell, Crossroads, pp. 248-267
- Charters, Habits Healthful and Safe, pp. 13, 25, 66, 134, 262
- Charters, Let's Be Healthy, pp. 8-10, 127-130, 226, 239-240, 241-242
- Hallock, Teamwork for Health, pp. 202-204, 228-231
- Wilcox, Full of Life, pp. 134-138
- Wilcox, Here's Health, pp. 15-16, 153, 169

BOOKLETS:
- "Building for Safe Living Workbook," Heath and Co., pp. 112-124
- "Snake Bite", U. S. Dept. of Health, Welfare and Education, #10
- "Sun-stroke, Heat-stroke", Federal Security Agency, #4
- "Swimming", Federal Security Agency, #7

ACTIVITIES

F. Understands fire prevention in the home and community.

1. Discuss fire prevention.
2. Make mural of home scene, showing where fire hazards occur.
3. Make model cut-away house showing where fire dangers occur.
4. Make posters and slogans for fire safety. See Kit #36.
5. Give fire information presentation to other classes.
6. Arrange for fire prevention demonstration by the Fire Service of Fresno County.
7. Discuss Fresno County Junior Fire Prevention Manual.
8. Fill out Inspector's Fire Prevention Manual with parents' help.

MATERIALS

BOOKS:
Charters, Let's Be Healthy, pp. 238-239
Hallock, Teamwork for Health, pp. 291-292
O'Keefe, Knowing Yourself, pp. 219-220

BOOKLETS:
Inspector's Fire Prevention Manual by The Fire Service of Fresno County, California Division of Forestry.

FILMS:
"I'm No Fool With Fire"

FILMSTRIPS:
"Fire Prevention"
"In Case of Fire"

MATERIALS:
Farm Division of National Safety Council, 425 N. Michigan Avenue, Chicago, Illinois. (No Charge.)

HABIT-FORMING SUBSTANCES

ACTIVITIES	MATERIALS
A. Alcohol: Understands that excessive use of alcohol may lead to an uncontrolled life.	
1. Make a chart showing uses of alcohol. 2. Have talk by coach or athlete telling about training rules and the effect of alcohol on the body. 3. Find how alcohol decreases accuracy and good judgment.	BOOKS: Andress, Building Good Health, pp. 122-123, 172-174 Charters, Habits Healthful and Safe, pp. 100-101, 255-260 Charters, Let's Be Healthy, pp. 227-229 Hallock & Allen, Teamwork for Health, pp. 100-101 Jones, Edwina, Keeping Healthy, pp. 269-274 Wilcox, Full of Life, pp. 176, 218 Wilcox, Here's Health, pp. 214-215 BOOKLETS: Williams, J., "Alcohol", California State Department of Education
B. Narcotics: Understands the use of narcotics in medicine. Knows that drugs are useful and harmful to man.	
1. Define narcotic. 2. Make chart of bulletin board showing sources of narcotics. 3. Report on narcotics and the harmful effects of its use. 4. Discuss why narcotics should be used under a doctor's care only.	BOOKS: Andress, Building Good Health, pp. 172, 122-123, 194 Charters, Habits Healthful and Safe, pp. 101-102 Charters, Let's Be Healthy, p. 229 Hallock & Allen, Teamwork for Health, pp. 100, 102, 104, 260-262 Jones, Edwina, Keeping Healthy, pp. 268-274 Wilcox, C., Full of Life, pp. 238-239 Wilcox, Here's Health, pp. 213-219, 221-222 BOOKLETS: "Narcotics", Fresno County Schools "Narcotics", William, J., California State Department of Education "Health at Work and Play", Wilson

12/19/58
KK:hh

KIT #20

MENTAL HEALTH
IS FOR EVERY DAY!!

AT HOME
AT WORK

AT SCHOOL
AT PLAY

Live each day as it comes.
Plan for tomorrow--but don't worry about it.
Learn to enjoy the little things of life as you go along.

Mental health begins at home.
Everybody needs love--especially children.
We feel secure when we know we are loved.

Try for a good balance of work, recreation and rest.
And remember--a healthy body helps you to have a healthy mind.

Spill your troubles!
Share your worries with your family--or talk them over with a sensible friend. You'll feel much better.

Face up to your responsibilities.
It's up to you to pull your own weight
paddle your own canoe
make your own decisions.

Know your own limitations.
Don't demand too much of yourself.
Set goals you can reach.
Do the same for your children.

Don't let your emotions run you.
You be the boss!
Temper tantrums and such are kid stuff.

If you're sore at someone--don't take it out on your family.
Find a harmless outlet for such feelings--mow the lawn, chop wood, scrub the floor.

Don't feel sorry for yourself.
Self-pity never helped anybody.
Find out what you can do about your troubles.
Then do it!

KIT #20

Do it now!
Don't put off the tough jobs or the decisions
you must make.
The longer you wait, the harder it gets.

CHARACTERISTICS OF A SATISFYING HOME

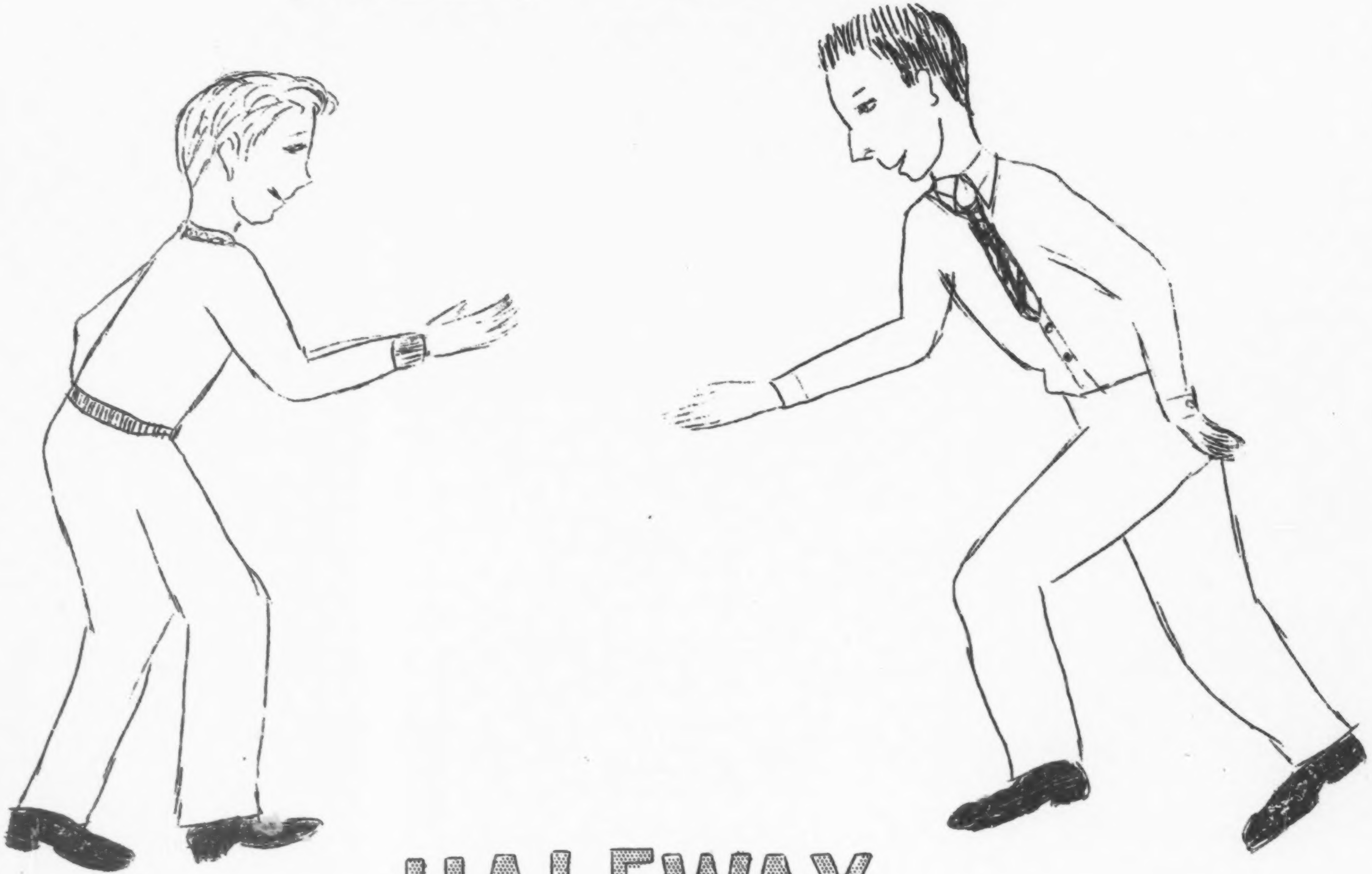
1. Affection between all members
    (a) Husband and wife
    (b) Parents and children
2. Cooperation in establishing family goals
3. Opportunity for learning to adjust
4. Loyalty despite existing differences
5. Comradeship of members
6. Courtesy at all times
7. Provision for social activities of all members
8. Provision for privacy for all individuals
9. Good health of members
10. Orderliness and serenity
11. Provision for sex education

A TEST OF FRIENDLINESS

1. Do you smile easily?
2. Are you a good listener?
3. Are you courteous?
4. Are you a good sport?
5. Do you refuse to tell tales?
6. Do you have a hobby?
7. Can you laugh at a joke on yourself?
8. Are you usually in a good humor?
9. Can your friends depend upon you?
10. Do you try to talk about what interests other people?

KIT #23

MEET FRIENDS



HALFWAY

A PERSONALITY QUIZ FOR TEEN-AGERS

Aquinas High School teen-agers in La Crosse, Wis., believe "personality" shows at home, too! Witness:

"Wouldn't you like to find out how you rate when it comes to personality? A good test is your relationship with your family. Here are a few pertinent questions. You be the judge:

Is my mother an unpaid maid who hangs up my clothes and puts my things away?

Am I lively in a crowd, but solemnly silent at home? Or do I share my best jokes and sweetest smiles with my own family?

Do I expect to be paid for everything I do around the house? If so, when was the last time I paid for a meal or a good night's rest?

If I brag that what my parents advise goes in one ear and out the other, is it because my head is empty?

I buy little luxuries for myself. Have I ever brought home a bag of candy for my kid brother or sister, or even Mom or Dad?

When I'm expected home at a certain hour and I realize I'm going to be unavoidably late, am I thoughtful enough to save Mom and Dad extra worry by phoning?

How explosive is my temper? Do I shout, sass, and argue when I don't get my way?

When Dad comes home from work, do I have a cheery greeting? Do I let him have the best chair for TV?

Do I show my parents that they can trust me before expecting them to give me the privileges that I want?

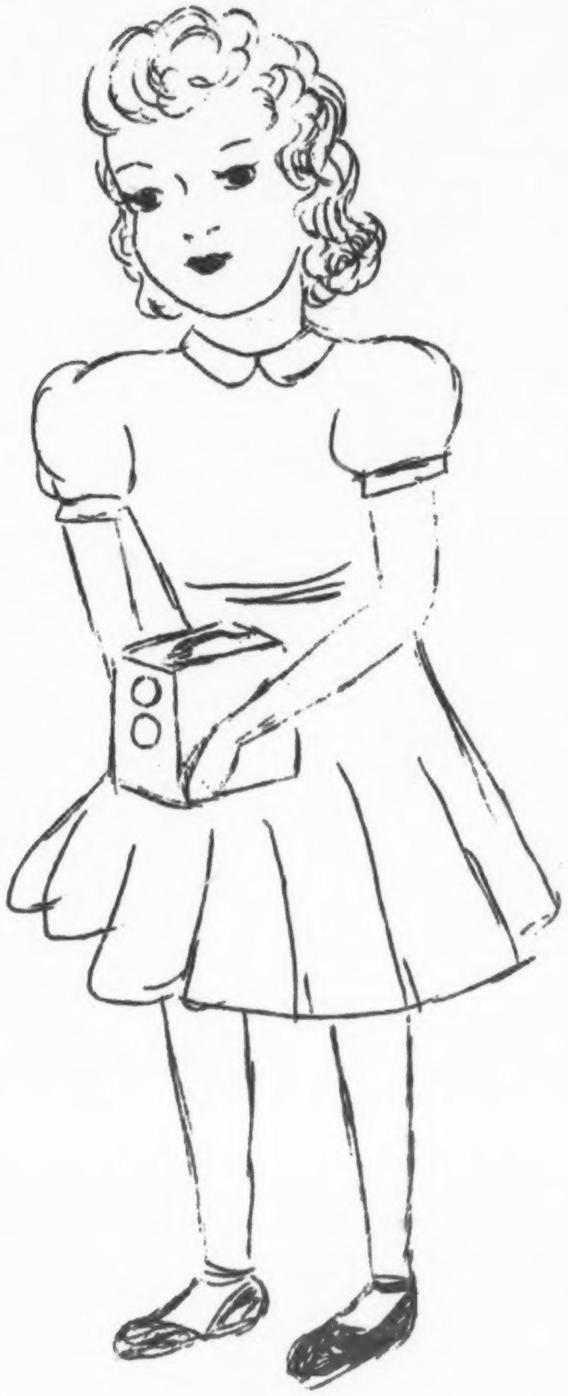
Are my parents really proud of me? Do I give them any reason to be proud? Or am I failing to use my talents and just coasting through school?"

KIT #25

A PERSON I LIKE	A PERSON I DON'T LIKE	MYSELF
Thinks about others more than about himself.	Thinks about himself all the time.	
Finds something good to praise in everyone.	Finds something to criticize in everyone.	
Helps others to succeed.	Likes to see others fail.	
Does his share of any work cheerfully.	Gets out of doing his share of the work.	
Has good ideas about things to do.	Seldom has a good idea for the group.	
Is clean and neat most of the time.	Always looks dirty and careless.	
Likes games and sports.	Shows little interest in sports.	
Laughs easily.	Does not laugh much.	

Add to the list other qualities which you think are important. Be honest with yourself in column three.

KIT #26



WHAT'S YOUR HOBBY?

EMOTIONS

I. JOY OR HAPPINESS

These things made me happy:

1.
2.
3.

II. ANGER

I was angry because:

1.
2.
3.

III. DISAPPOINTMENT

I was disappointed when:

1.
2.
3.

IV. FEAR

I am afraid of:

1.
2.
3.

Add other emotions such as jealousy, hatred, if you feel there is value in learning about some children.

KIT #28

MENTAL HEALTH

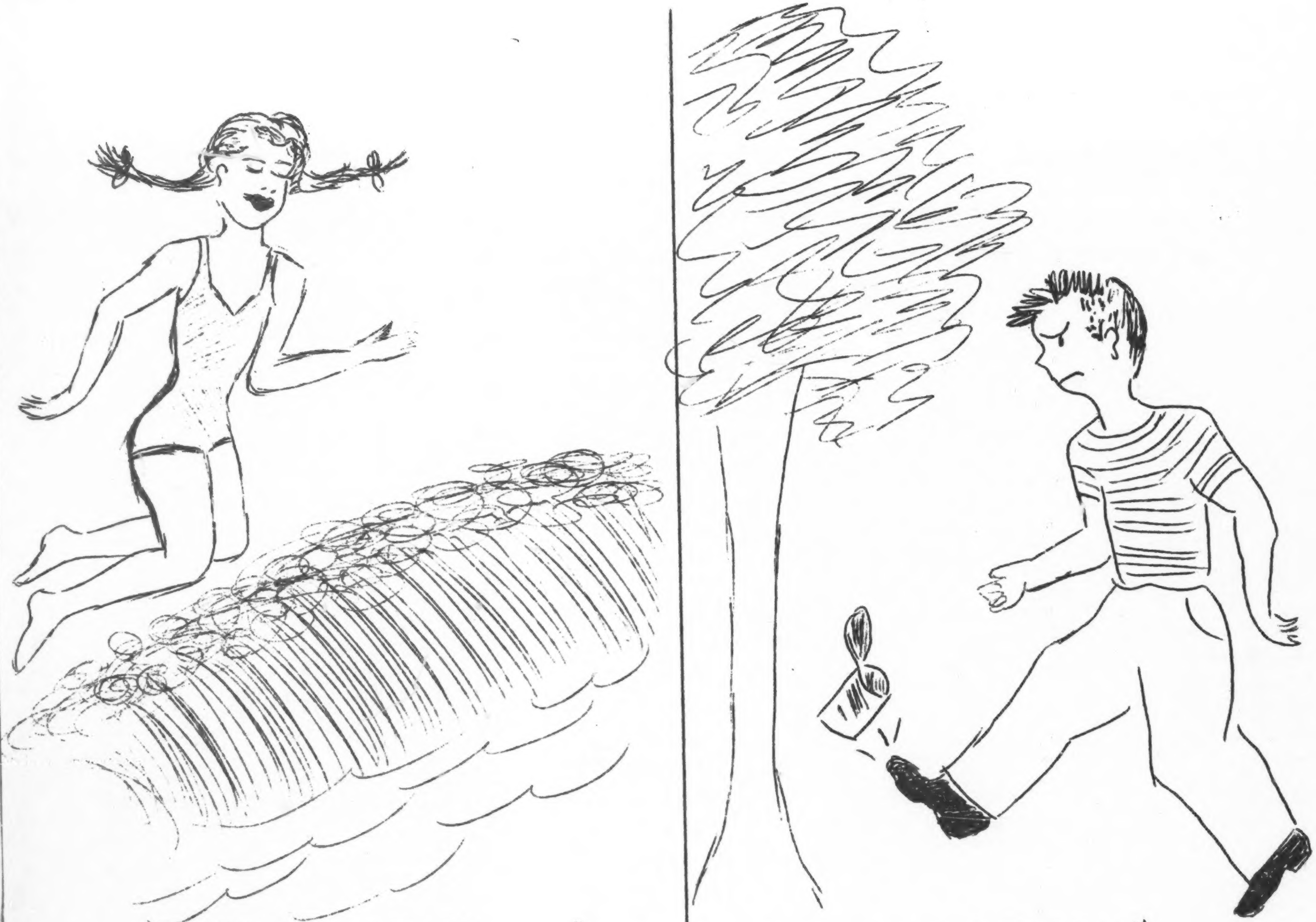
DON'T FEEL SORRY FOR YOURSELF.

SELF-PITY NEVER HELPED ANYBODY.

FIND OUT WHAT YOU CAN DO
ABOUT YOUR TROUBLES--

THEN DO IT!

KIT #29



WHICH ONE IS "LETTING OFF STEAM" SENSIBLY?

KIT #30

SELF-APPRAISAL CHECK SHEET

NAME ________________________________

All of us have problems. Some problems are easily solved, while others, even though difficult, can be understood by discussing them with your parents, or school personnel, or religious and community leaders.

Below you will find a list of problems most frequently mentioned by pupils in your age group. Please read each question and if you feel you would like to discuss it further, please indicate by a check ( ) mark.

Check Here

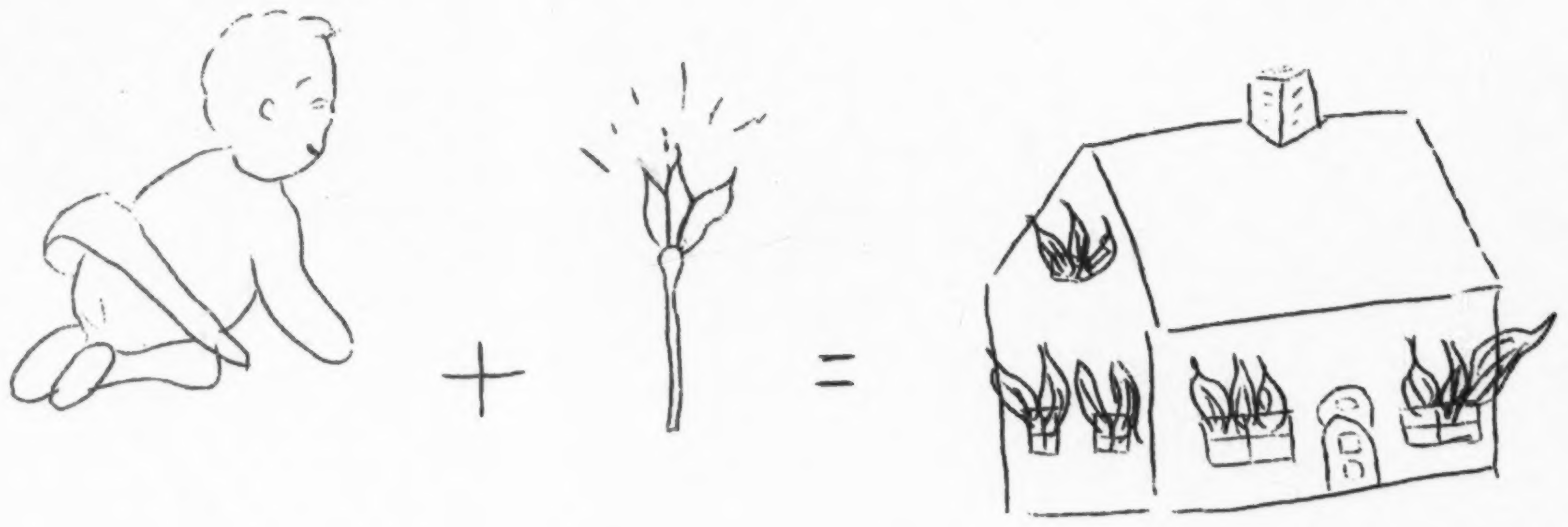
1. I usually feel inferior to my classmates.......................... ________
2. I have been unable to determine how much time I should study...... ________
3. I have too few social contacts...................................... ________
4. I have difficulty in making friends................................. ________
5. I do not know how to obtain the money I need..................... ________
6. I have been unable to determine what I am best able to do......... ________
7. I do not get along well with my parents........................... ________
8. I often have difficulty in keeping friends......................... ________
9. I do not have enough to talk about in company.................... ________
10. I receive inadequate financial help from my family............... ________
11. I am unable to get along with my brothers and/or sisters.......... ________
12. I would like to have a discussion concerning religious adjustment. ________
13. I am not interested in my studies................................. ________
14. I am frequently embarrassed when with others...................... ________
15. I usually do not enjoy being with members of the opposite sex..... ________
16. I am unable to do my work well because of too many social activities.. ________
17. I usually do not know how to act in company...................... ________
18. I usually cannot read fast enough to cover all of my assignments.. ________
19. I usually have difficulty understanding what I read............... ________
20. I feel guilty about something I have or have not done............. ________
21. I have so much outside work to do that I am neglecting my school work.. ________
22. I have trouble making myself study................................ ________
23. I lack self-confidence... ________
24. I am dissatisfied with my state of health......................... ________
25. I do not know how to improve my personal appearance.............. ________
26. I do not know how to break certain habits I have.................. ________

Other problems ____

____

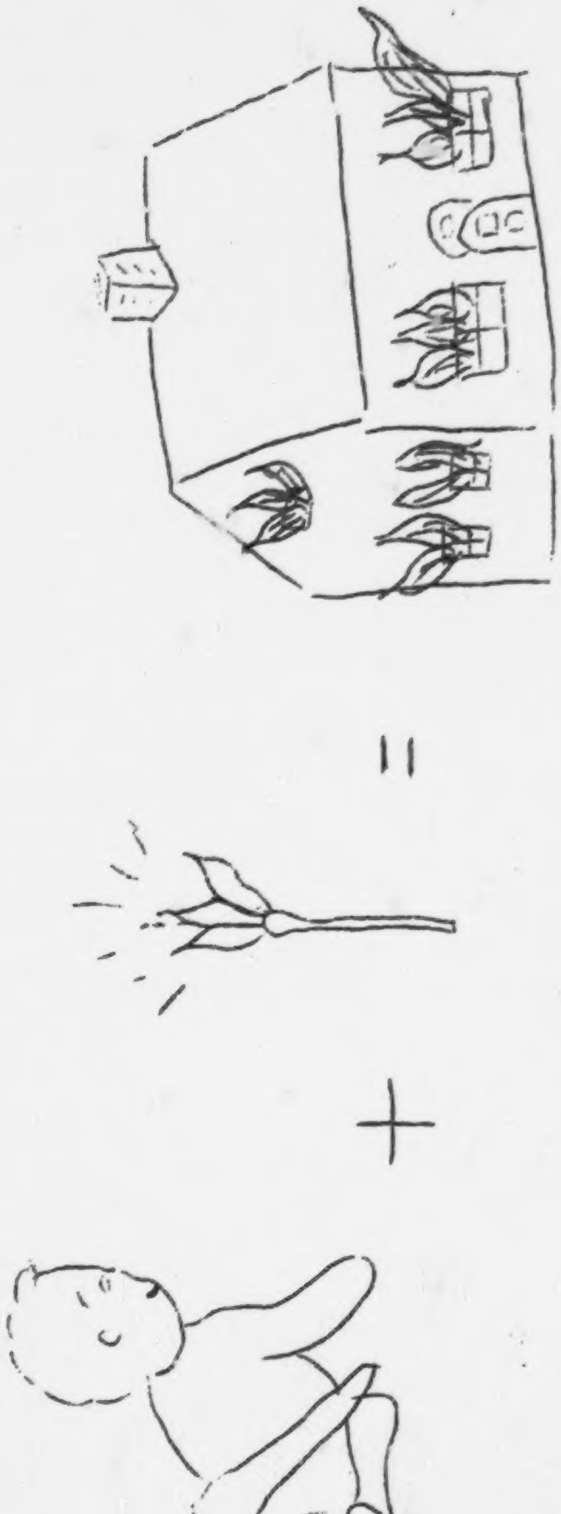
____

____



FIRE PREVENTION

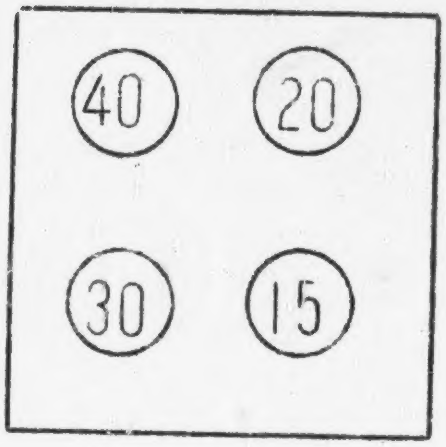
KIT #31



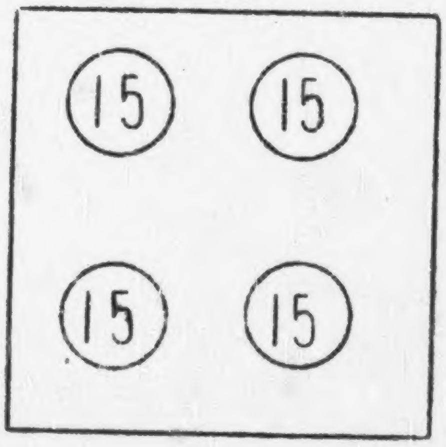
FIRE PREVENTION

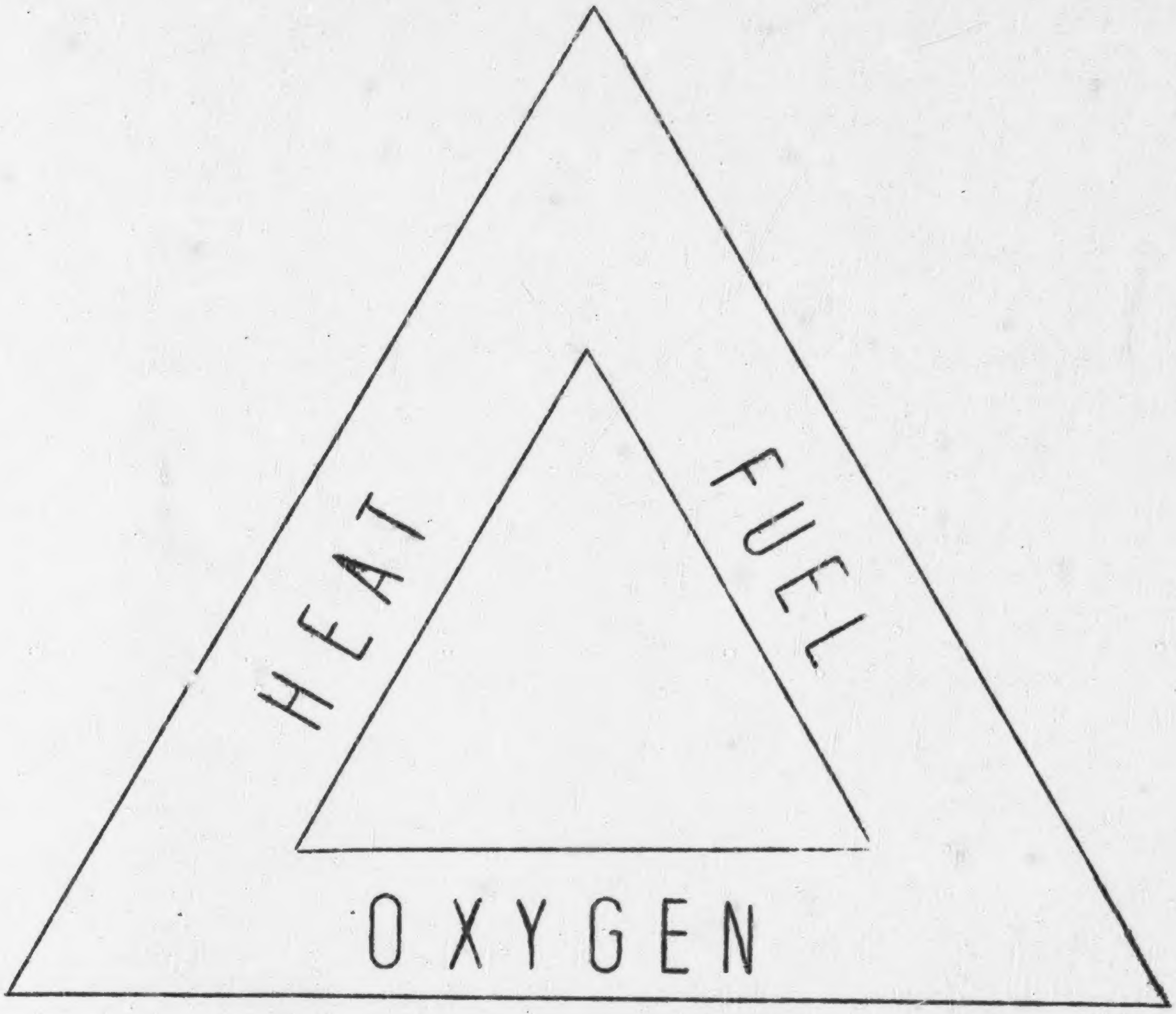
FUSE BOX SAFETY

DANGER



SAFETY





THREE MAKES FIRE

KIT #32

DON'T DO TRICKS ON BICYCLES

BICYCLE SKILL TESTS

The following five skill tests are designed to test the riders' ability to control his/her bicycle. Each test will simulate a condition the rider will face in daily bicycle riding.

Each contestant will be judged and scored on the tests. There is a possible 60 points to be scored.

The main objective of the Bicycle Rodeo is to encourage safe and skilled bicycle riding by the children. This point should be stressed in announcements.

TEST #1 CHANGE IN BALANCE

Purpose: To test changes in balance required by intended changes in direction.

Test: Ride three times around a circle 20 feet in diameter.

Possible Points -- 20

(Contestants should be instructed to walk their bicycles to the starting line and to observe safe practices in mounting their bicycles. These would include looking right and left before putting bicycles in motion and looking ahead when first starting. Many riders watch their feet!)

TEST #2 ARM SIGNALS AND "U" TURN IN NARROW LANE

Purpose: To test rider's knowledge and use of arm signals and the ability to turn a bicycle in a confined area.

Test: As rider follows broken-arrowed line and approaches Test #2 area, arm signal (right) to be given at point "A". Rider turns into "U" shaped area, and is to ride toward the closed end of the "U", make an arm signal (left) to Point "B", turn the bicycle without touching any lines and ride out of the "U", making an arm signal (right) at Point "C". This completes the test. (It will help rider make the turn if he stays as close to the right line as possible.)

Possible Points -- 10

TEST #3 OBSTACLE TEST

Purpose: To test poise and decision in riding.

Test: Ride 30 feet on a straight path eight inches wide flanked at six foot intervals on alternate sides with small objects, without touching the objects.

Possible Points -- 10

TEST #4 WEAVING

Purpose: Control of bicycle when changing directions.

Test: Rider weaves in and out between blocks without touching them. Blocks are placed at six foot intervals along a line 60 feet in length. The rider should go to the right of the first block, to the left of the second, etc., alternating on each block.

Possible Points -- 10

TEST #5 STOPPING ON A SPOT

Purpose: Ability to brake bicycle to a stop at a given point.

Test: Rider starts riding bicycle 40 feet from spot. Ride slowly toward spot, stop bicycle with front wheel on board without feet touching ground. Feet may touch ground after bicycle is brought to a complete stop.

Possible Points -- 10

BICYCLE INSPECTION

No.__________

NAME______________________________ Grade____________

ADDRESS___________________________ Date____________

Make of Bicycle____________________ Color____________

Wheel Size____________ License Number________________ Year____________

Frame Number____________

	Good	Fair	Bad		Good	Fair	Bad
Chain Guard				Brakes			
Pedals				Horn			
Basket or Luggage Carrier				Reflector			
Position of Handle Bars				Light			
Handle Grips				General Condition			

A poor rating on the inspection will not prevent a child from taking part in the skill tests, except for the following points:

Brakes
Pedals
Chain Guard
} Bicycles cannot be ridden properly without these.

However, the rider's safety depends upon the condition of the bicycle's equipment, so if it does not receive a satisfactory rating, for your child's safety, steps should be taken to correct the weaknesses.

COMMONSENSE RULES FOR BIKE PILOTS

1. On your bike, you're expected to obey the same traffic laws that safeguard your dad when he's driving the family automobile.
2. Bicyclists should use the same hand signals as car drivers.
3. Keep your bike under control. This means no stunting or weaving.
4. Ride on the shoulder of the road if possible or to the extreme right side. Stay off narrow two-lane roads that are heavily travelled..
5. Friends or bulky packages on your carrier can block your view and throw you off balance. Keep your hands free to guide your bike.
6. Obey traffic lights and come to a full stop at stop signs.
7. Always give a vehicle the right of way at street corners and intersections. Don't whiz out of an alley or driveway without stopping to make sure the road is clear.
8. Don't hook rides on any type of moving vehicle.
9. Walk your bike across busy streets and slow down at all intersections.
10. Above all, don't ride in the dark if you can help it. If you must ride at night, wear something white and turn on your lights.

KIT #33

BICYCLES IN TRAFFIC

CALIFORNIA HIGHWAY PATROL - BICYCLE SAFETY QUIZ

Name________________________ School____________________ Date__________

Directions: Read each question carefully and put a circle around the correct answer.

Example: Do bicycles have two wheels?............................ [✓ Yes] No

---

1. Should a bicycle rider stop for a red light?.......................Yes No
2. Will jumping curbs injure a properly inflated tire?...............Yes No
3. Are loose handlebars dangerous?....................................Yes No
4. If you can skid your rear wheel on loose dirt, but not on pavement, are your brakes good enough?..............................Yes No
5. Should you be able to see the headlight of a bicycle from a distance of 500 feet?...Yes No
6. Should a tail-light be yellow in color?...........................Yes No
7. Should a bicycle rider give a hand and arm signal before making a right turn?...Yes No
8. Is it necessary to have a brake on a bicycle?......................Yes No
9. When riding bicycles in groups, should you ride single file?.......Yes No
10. On a country highway, should bicycle riders keep to the left side of the road the same as pedestrians?...............................Yes No
11. Should a bicycle be ridden near the right-hand edge of the road?..Yes No
12. Is it safe for two people to ride on a bicycle if one sits on the frame in back of the handlebars?...............................Yes No
13. Do traffic signs apply to bicycle riders as well as drivers?......Yes No
14. Are the hand and arm signals for cyclists the same as for drivers? Yes No
15. Is it best to ride in single file in heavy traffic?...............Yes No
16. Should you ride a bicycle on the highway if there is a bicycle path beside it?...Yes No
17. Should a bicycle be ridden near the center of the road?...........Yes No
18. Should bicycle riders obey traffic signals?........................Yes No
19. Should bicycle riders obey stop signs?.............................Yes No
20. Should a bicycle rider give a hand and arm signal before making a left turn?...Yes No

CALIFORNIA HIGHWAY PATROL - BICYCLE QUIZ - Con'td.

21. Should a bicycle rider give a hand and arm signal before coming to a stop in traffic?.......... Yes No

22. Is a horn or a bell necessary on a bicycle?.......... Yes No

23. Would you pass a slow moving car on the right?.......... Yes No

24. When coasting, should the crank be straight up and down?.......... Yes No

25. Does a good bicycle rider weave in and out between cars?.......... Yes No

26. Except when giving hand and arm signals, should both hands be kept on the handlebars at all times?.......... Yes No

27. Are rubber treads on pedals more for comfort than safety?.......... Yes No

28. Is it as safe to ride a bicycle at night as during the day?.......... Yes No

29. Should a bicycle have a front light when ridden at night?.......... Yes No

30. Do you signal for a left turn by holding the left hand and arm straight out?.......... Yes No

31. Should you wear light-colored clothing when riding at night?.......... Yes No

32. Is it all right to pass a car at an intersection if it is waiting for a red light?.......... Yes No

33. Should you dismount and walk across heavy traffic?.......... Yes No

34. Should you stunt ride if traffic is light?.......... Yes No

35. Is it necessary to slow down at corners if the pavement is not slippery?.......... Yes No

36. Is it safe for experienced riders to take both hands off the handlebars?.......... Yes No

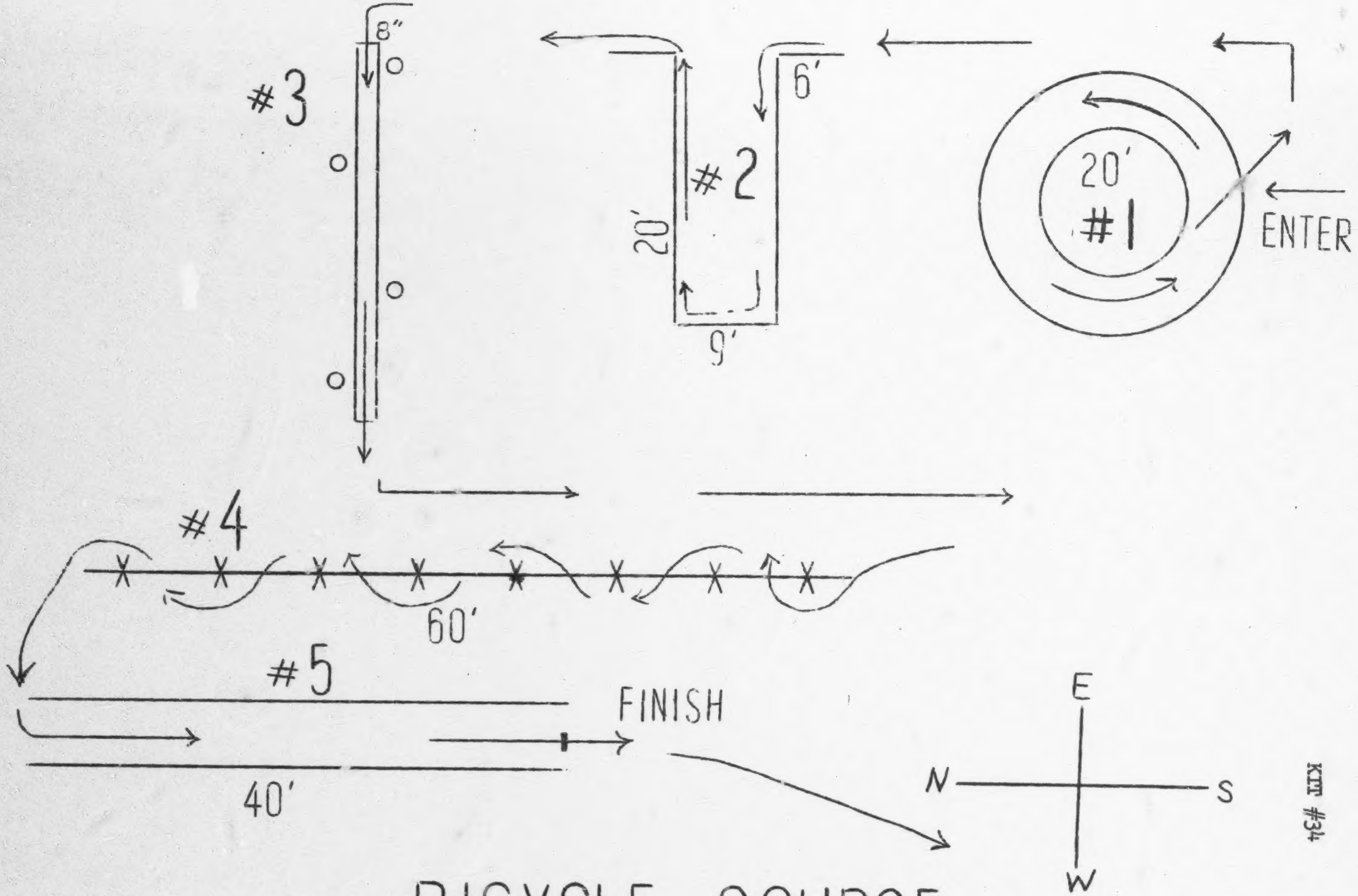
37. Is it possible for a loose bicycle chain to cause an accident?.......... Yes No

38. Is it safe to ride at night with a good headlight but not a tail-light or reflector?.......... Yes No

39. Is it permissible to use a horn which sounds like a siren?.......... Yes No

40. Is a red reflector needed on the rear of a bicycle ridden at night?.......... Yes No

KIT #34



BICYCLE COURSE

KIT #35

SUMMER TIME SAFETY

MY SUMMER TIME ACTIVITIES	WHAT COULD HURT ME	HOW TO KEEP SAFE
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

TELEPHONE NUMBERS I SHOULD KNOW:

HOME ____________
FIRE DEPT. ____________
DOCTOR ____________
POLICE ____________

KIT #36

LOOK SAFE
FEEL SAFE
BE SAFE
FROM
FIRE

Walter G. Martin
Superintendent

KIT #37

FRESNO COUNTY SCHOOLS
2314 Mariposa Street
Fresno 21, California

SOURCE LIST FOR HEALTH EDUCATION MATERIALS

Note:
The numbers after the health topics in Table A refer to the sources in Table B. Example: Adenoids--64
Source 64 is Metropolitan Life Insurance Co., San Francisco.
A postcard or letter to these sources will bring materials for teachers and pupils. Be specific. Give the topic, the grade, and the amount of materials needed.

TABLE A

- Adenoids--64
- Alcohol & Other Narcotics--2, 12, 42, 74, 81, 82, 91, 108, 103, 89, 104
- Amoebic Dysentery--47,52
- Animal Experimentation--12, 27, 47, 52
- Appendicitis--1, 27, 42, 58, 64
- Arthritis--12, 27, 42
- Asthma--27, 42
- Bacteria--27, 47, 52, 64
- Birth Control--86
- Blindness--7, 12, 27, 103
- Blood Pressure--9, 12, 27, 42
- Bubonic Plague--42
- Cancer--1, 5, 12, 27, 32, 42, 64, 103
- Cardiac--(See Heart)
- Chicken Pox--27, 42, 47, 52, 64
- Child Care & Education--7, 12, 22, 27, 36, 42, 57, 59, 64, 89, 91, 58
  - From 1 to 6--12, 27, 49
  - Emotional Development--2, 27, 91
  - Good Habits--22, 27, 64
  - Infant Care--12, 22, 42, 27, 59, 64 109
  - Prenatal Care--12, 27, 42, 59, 64, 109
  - Safety & Health of School Children--27, 64, 79
  - Sex Education--7, 12, 22, 27, 91, 105
- Cleanliness--14, 26, 27, 37, 42, 47, 52 62, 86, 89, 99
- Colds--1, 27, 42, 58
- Communicable Diseases--12, 27, 42, 47, 58, 88
- Cosmetics--12, 42
- Courtship--22, 89
- Crippled--(See Handicapped)
- Deafness--(See Hearing)
- Dental Hygiene--12, 14, 26, 27, 32, 36 42, 85, 89
- Diabetes--1, 6, 12, 27, 58, 64
- Diet--(See Food & Nutrition)
- Diptheria--1, 6, 12, 42, 47, 52, 27
- Driver Education--31, 71, 81, 89
- Dysmenorrhea--42
- Ears--(See Hearing)
- Environment--27, 64, 80, 89
  - Ventilation--27; Lighting--27, 80
- Endocrines--12, 14, 27, 67
- Epilepsy--12, 40, 64, 91, 103
- Eugenics--86
- Exercise & Endurance--1, 12, 26, 64, 89
- Eyes--1, 12, 17, 23, 27, 42, 57, 58, 64, 80, 89
  - Care of Eyes--1, 12, 17, 23, 27, 42, 64, 82, 80, 108
  - Diet & Eye Health--80
  - Eyes In Children--12, 17, 23, 54, 80
  - Facts & Fallacies Concerning Crossed Eyes--80
  - Home Treatments for Eyes--80
  - Lighting in Schoolrooms--27, 80
  - Ophthalmia Neonatorum--27,80
  - Prevention of Blindness--27, 80
  - Why Wear Glasses--12, 23, 80
- Family Relationships--7, 12, 20, 22, 57 86, 89
- Feet--24, 27, 42, 64, 73, 104
- First Aid--1, 12, 14, 15, 24, 58, 64, 82, 104, 108
- Fluorine--27, 32
- Food & Nutrition--4, 10, 12, 13, 15, 11, 27, 34, 42, 45, 49, 47, 48, 52, 57 64, 68, 77, 84, 89, 95, 104, 107, 110, 92, 28, 103, 83, 8
  - Athletes Training Diets--29
  - Charts of Food Values--3, 10, 11, 12, 14, 15, 40, 45, 77, 92, 102, 104, 27
  - Diets--3, 11, 13, 12, 28, 27, 40, 42 45, 49, 58, 77, 83, 92, 104, 110

TABLE A (Continued)

- Food & Nutrition
  - Family Food Supplies--15, 27, 34, 45, 47, 52, 64, 70, 102, 107
  - Home Pasteurization of Milk--27, 47, 52
    - In Relation to Teeth--27, 47, 52, 89, 28
    - Ice Cream--25, 28
    - Milk--1, 12, 14, 28, 33, 45, 64, 66, 27
    - Planning Meals--1, 15, 27, 34, 45
    - Teaching Aids--10, 27, 34, 45, 48, 89
    - School Lunches--12, 15, 45, 27
    - Vitamins--3, 11, 12, 27, 29, 30, 40, 42, 45, 46, 49, 64, 70, 77, 82, 83 84, 95, 103, 102, 108, 92
    - Flies--12, 14, 27, 47, 52
- Genetics--(See Eugenics)
- Goitre--12, 42, 64
- Gonorrhea--7, 12, 20, 27, 42, 64, 105
- Grooming--22, 26, 37, 74, 86, 104, 109 59, 35, 93
- Handicapped--42, 75
- Hay Fever--27, 42, 64
- Headaches--58
- Health--7, 12, 14, 27, 42, 76, 89, 104
  - After Forty--7, 12, 27, 45, 58, 64
  - Conservation in Middle Age--27, 58, 64
  - Economics & Insurance--47, 52, 103
  - Family Health--15, 27, 47, 52, 103
  - In Industry--27, 54
  - National--14, 103
  - Of Mother--12, 15, 27
  - Of Teacher--24, 27
  - Of Children--12, 15, 27, 42, 45
  - Through the Ages--27
- Health Education--12, 20, 27, 36, 38, 42, 45, 48, 76, 78, 98, 107
  - Biological & Scientific Materials--41, 100
  - Community Programs--20, 27, 42, 64
  - Bulletins--47, 52, 64
  - Dental--27, 32
  - General Information of all Subjects--12, 43, 52, 47, 63
  - Health Heroes--64
  - Hints--12, 47, 52
  - Measurements--71
  - Methods--12, 27, 42
  - Outlines for Home Study--81
  - Programs in Schools--5, 7, 12, 15, 27, 42, 45, 62, 64, 81, 91
  - Radio Scripts--12, 27, 42
  - Rural Programs--27, 102
  - Standards--71
  - Talks--27, 42, 63
  - Teaching Plans--12, 64, 110
- Hearing--8, 12, 42, 27, 64, 89
  - Hard of Hearing--8, 12, 94
  - Helps--8, 94
  - School of Hearing--8
  - Swimming & The Ears--8
- Heart--9, 12, 27, 42, 57
  - Care of Troubled Hearts--9
  - Cause of Heart Ailments--9, 27, 42
  - Diseases of Heart & Blood Vessels--9, 12, 64
  - Facts & Fallacies--9
- Height-Weight Tables--12, 27, 64
- Heredity--57
- Home Care of the Sick--15, 42, 59, 78
- Hookworm Disease--42, 64
- Human Relations--(See Social Hygiene)
- Infantile Paralysis--1, 12, 27, 42, 47 52, 75
- Influenza--1, 27, 42, 64
- Information on all Questions--12, 27, 42, 43, 47, 52, 63, 64
- Kidney Troubles--1, 27, 42
- Laws--7, 12, 27, 42
  - Insane, Feeblemindedness, Epileptics, Child Welfare, Quarantine, Burials, etc.
- Lockjaw--42, 47, 52
- Malaria & Mosquitoes--27, 42, 64
- Marijuana--12
- Masturbation--12, 22
- Measels--1, 12, 27, 42, 64
- Medical Heroes--(See Health Education)
- Menopause--12, 22, 42, 47
- Menstruation--12, 27, 42, 55, 97
- Mental Hygiene--7, 12, 22, 42, 91, 101, 103
- Mumps--27, 47, 52, 64
- Muscular Dystrophy--43
- Narcotics--2, 12, 84
- Nutrition--(See Food & Nutrition)
- Obesity--12, 64, 110
- Occupational Diseases--27
- Occupational Therapy--16, 89
- Oral Hygiene--(See Dental Hygiene)
- Personality Development--75 (See Charm Grooming, Emotional Development, Sex Education)
- Physical & Medical Examinations--42
- Pneumonia--1, 12, 27, 42, 52, 58, 64
- Posture--1, 19, 27, 42, 64, 82, 89, 90, 104, 108
- Public Health--7, 12, 14, 20, 27
- Quacks, Patent Drugs, Fads--12
- Rabies--12, 27, 42, 47, 52, 64, 104
- Rats--27
- Recreation & Play--15, 22, 42, 59, 78, 89
- Respiratory Diseases--1, 27, 64
- Rest, Sleep & Relaxation--22, 59, 64
- Rheumatic Fever--9, 27, 42, 64, 103

TABLE A--(Continued)

- Rheumatism--12, 27, 42, 64
- Safety--14, 21, 42, 78, 79, 82, 97, 108
  - Automobile--1, 31, 14, 64, 79, 81, 97, 101
  - Bicycling--1, 14, 31, 79, 89
  - Education--15, 31, 79, 89
  - Fire--1, 14, 15, 64, 69, 79, 89
  - Home--1, 15, 58, 64, 79, 82, 89, 97 108
  - In Industry--54, 64, 79
  - On the Water--1, 14, 15, 42, 64, 79, 82, 108
  - Pedestrian--1, 14, 31, 64, 79, 89, 97
  - School--15, 31, 64, 71, 79, 89
  - Vacations--1, 14, 64, 79
- Sanitation--12, 42, 47, 27, 99
- Scarlet Fever--1, 12, 27, 47, 52, 64
- School Custodian Duties--64
- Sex Education--7, 12, 20, 22, 27, 105
- Sickness Costs--64 (See Economics & Insurance under Health)
- Skin--
  - Poisonous Plants--1
  - Troubles--27, 42
- Smallpox--12, 42, 47, 52, 27
  - Vaccination--12, 27, 42
- Social Hygiene--(See Family Relationships, Gonorrhea, Sex Education, Syphilis, Venereal Diseases, etc.)
- Social Work--89
- Speech Defects--12
- Statistics--12, 27, 42, 47, 52
  - Mortality, Morbidity, Birth
- Sun Bathing--15, 42, 47, 52
- Syphilis--7, 12, 20, 27, 42, 43, 47, 52, 105
- Teeth--1, 14, 26, 27, 32, 42, 48, 58, 64, 85, 89, 104
  - Care of the Teeth--1, 12, 27, 32, 36, 89
  - Diet and Teeth--12, 27, 32, 45
  - Fluorine--27, 32
  - Healthy Teeth--1, 12, 27, 32, 64, 87
  - Oral Hygiene--12, 27, 32, 85
  - Prevention of Decay--27, 32
- Tetanus--27, 47, 52
- Tobacco--12, 81
  - Facts of Smoking--12
- Tonsils--64
- Tuberculosis--7, 12, 27, 42, 58, 64, 98, 101
  - Causes, Prevention & Control--12, 27, 101
  - Collapse Therapy--12, 101
  - Facts & Talking Points--1, 12, 101
  - Public Health Nursing--101
- Tularemia--27, 47, 52
- Typhoid Fever--1, 12, 27, 42
- Undulant Fever--47, 52, 27
- Underweight--12, 64
- Vaccination and Smallpox--27, 64
- Venereal Diseases--7, 12, 20, 27, 42 54, 58, 105
- Vision--(See Eyes)
- Vitamins--(See Food & Nutrition)
- Water--27
- Weight Control--47, 52, 77, 110
- Whooping Cough--12, 27, 64
- X-Rays and You--44
- Yellow Fever--1, 12, 14

Health Education Materials

TABLE B

1. Aetna Life Insurance Company, 151 Farmington Ave., Hartford 15, Conn.
2. Allied Youth, Inc., 1709 M St., N.W., Washington 6, D.C.
3. American Bakers Assn., 20 N. Wacker Drive, Chicago, Ill.
4. American Can Co., 100 Park Ave., New York 17, N.Y.
5. American Cancer Society, 3040 Tulare St., Fresno, Calif.
6. American Diabetic Assn., 1 Nevins St., Brooklyn 17, N.Y.
7. American Foundation for the Blind, 15 W. 16th St., New York, 11, N.Y.
8. American Hearing Society, 1800 H St., N.W., Washington 6, D.C.
9. American Heart Assn.
   Fresno County Heart Assn., 2050 Amador, Fresno, Calif.
10. American Institute of Baking, 400 E. Ontario St., Chicago 11, Ill.
11. American Meat Institute, 59 E. Van Buren St., Chicago 5, Ill.
12. American Medical Assn., 535 N. Dearborn St., Chicago, 10, Ill.
13. American Molasses Co., 120 Wall St., New York 5, N.Y.
14. American Museum of Natural History, Central Park West at 79th St., New York, N.Y.
15. American National Red Cross, P.O. Box 608, Fresno, Calif.
16. American Occupational Therapy Assn., 33 W. 42nd St., New York 18, N.Y.
17. American Optometric Assn., 4030 Chouteau Ave., St. Louis 10, Missouri
18. American Physical Therapy Assn., 1790 Broadway, New York 19, N.Y.
19. American Seating Company, Grand Rapids 2, Michigan
20. American Social Hygiene Assn., 1790 Broadway, New York 19, N.Y.
21. Assn. of Casualty & Surety Companies, 60 John St., New York 38, N.Y.
22. Assn. of Family Living, 28 E. Jackson Blvd., Chicago 4, Ill.
23. Better Vision Institute, Inc., Suite 3157, 630 5th Ave., New York 20, N.Y.
24. Blue-Jay Products, Division of the Kendall Co., 131 S. Franklin St.,
   Chicago 6, Ill.
25. Borden Co., 350 Madison Ave., New York 17, N.Y.
   Also: H & Tuolumne, Fresno, California
26. Bristol-Myers Co., Educational Service Dept., 45 Rockefeller Plaza, New York, N.Y.
27. California Dept. of Public Health, 2151 Berkeley Way, Berkeley 4, Calif.
28. California Dairy Industry Advisory Board, 1215 O St., Sacramento 14, Calif.
29. California Fruit Growers Exchange, Box 2706, Terminal Annex, Los Angeles 54, Calif.
30. California Prune and Apricot Growers Assn., San Jose, Calif.
31. California State Automobile Assn., 1829 Van Ness, Fresno, Calif.
   Main Office: 150 Van Ness Ave., San Francisco 2, Calif.
   AAA: Pennsylvania Ave. at 17th St., Washington, D.C.
32. California State Dental Assn., 450 Sutter St., Suite 618, San Francisco, Calif.
33. Carnation Company, 5045 Wilshire Blvd., Los Angeles 36, Calif.
34. Cereal Institute, Inc., 135 S. LaSalle St., Chicago 3, Ill.
35. Charm Magazine, 575 Madison Ave., New York 22, N.Y.
36. Church and Dwight Co., Inc., 70 Pine St., New York 5, N.Y.
37. Cleanliness Institute, 295 Madison Ave., New York 17, N.Y.
38. Cleveland Museum of Health, 8911 Euclid Ave., Cleveland 6, Ohio
39. Communication Materials Center, Columbia University Press, New York 27, N.Y.
40. Cream of Wheat, 730 Stinson Blvd., Minneapolis 13, Minnesota
41. Denoyer-Geppert Co., 5235 Ravenswood Ave., Chicago 40, Ill.
42. Dept. of Health Education & Welfare, Washington 25, D.C.
43. Muscular Dystrophy Assns., of America, 39 Broadway, New York 6, N.Y.
44. Eastman Kodak Co., 343 State St., Rochester 4, N.Y.
45. Evaporated Milk Assn., 228 N. La Salle St., Chicago 1, Ill.
46. Florida Citrus Commission, P.O. Box 1720, Lakeland, Florida
47. Fresno County Health Dept., 515 S. Cedar Ave., Fresno, Calif.
48. General Mills, Inc., 400 2nd Ave., South, Minneapolis 1, Minnesota

TABLE B--(Continued)

49. Gerber Products Co., Fremont, Michigan
50. Good Housekeeping, Eighth Ave., at 57th St., New York, N.Y.
51. Harvard University Press, 44 Francis Ave., Cambridge 38, Mass.
52. Health Departments: California Dept. of Public Health, Berkeley, Calif. (#27)
    Fresno County, 515 S. Cedar Ave., Fresno, Calif. (#47)
53. Health Information Foundation, 420 Lexington Ave., New York 17, N.Y.
54. Health Institute of the U.A.W.-C.I.O., 7930 E. Jefferson Ave., Detroit 14, Mich.
55. International Cellucotton Products Co., Educational Dept., 919 N. Michigan Ave., Chicago 11, Ill.
56. International Council for Exceptional Children, NEA and National Society for Crippled Children & Adults, 11 S. La Salle, Chicago 3, Ill.
57. International Film Bureau, Inc., 84 E. Randolph, Chicago, Ill.
58. John Hancock Insurance Co., 880 Abreyo Street, Monterey, Calif.
59. Ladies Home Journal, The Curtis Publishing Co., Philadelphia 5, Pa.
60. Laura Oftedal, Laboratory Schools, University of Chicago, Chicago, Ill.
61. Lederle Laboratories, Pearl River, New York, N.Y.
62. Lever Brothers Co.
    Lever House, 390 Park Ave., New York 22, N.Y.
    P.O. Box 5737, Chicago 80, Ill.
    50 Memorial Drive, Cambridge 39, Mass.
63. Medical Economics Inc., Rutherford, New Jersey
64. Metropolitan Life Insurance Co., 600 Stockton St., San Francisco 20, Calif.
65. Miles Laboratories, Inc., Elkhart, Indiana
66. Milk Industry, 1145 - 19th St., N.W.., Washington 6, D.C.
67. National Assn. for Mental Health, 1790 Broadway, New York 19, N.Y.
68. National Biscuit Co., 449 W. Fourteenth St., New York 14, N.Y.
69. National Board of Fire Underwriters, 85 John Street, New York 7, N.Y.
70. National Canners Assn., Home Economics Div., 1133 20th St., N.W., Washington 6, DC
71. National Education Assn., 1201 16th St., N.W., Washington 6, D.C.
72. National Fire Protection Assn., 60 Betterymarch St., Boston, Mass.
73. National Foot Health Council, Phoenix Bldg., P.O. Box 57, Rockland, Mass.
74. National Forum, 407 S. Dearborn St., Chicago 5, Ill.
75. National Foundation for Infantile Paralysis, Plaza Shopping Dist., Fresno, Calif.
    Also: 120 Broadway, New York 5, N.Y.
76. National Health Council, 1790 Broadway, New York 19, N.Y.
77. National Live Stock and Meat Board, Dept. of Nutrition, 1790 S. Dearborn, Room 825, Chicago, Ill.
78. National Recreation Assn., 315 - 4th Ave., New York 10, N.Y.
79. National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill.
80. National Society for the Prevention of Blindness, 1790 Broadway, New York, N.Y.
81. National Woman's Christian Temperance Union, 1730 Chicago Ave., Evanston, Ill.
82. Nystrom, A. J. & Co., 3333 Elston Ave. at 17th St., Washington, D. C.
83. Nutrition Foundation, Inc., Chrysler Bldg., New York, N.Y.
84. Paper Cup & Containers Institute, 250 Park Ave., New York 17, N.Y.
85. Pepsodent - Division of Lever Bros., 390 Park Ave., New York 22, N.Y.
86. Planned Parenthood, 501 Madison Ave., New York 22, N.Y.
87. Pro-phy-lac-tic Brush Co., Division of the Lambert Co., Professional Dept., Florence, Mass.
88. Proctor and Gamble, Cincinnati, Ohio, P.O. Box 599
89. Ralston Purina Co., Checkerboard Square, St. Louis 2, Missouri
90. Samuel Higby Camp Institute for Better Posture, 109 Garden St., S.E., Grand Rapids 2, Michigan
91. San Francisco Mental Health Society, 998 Eddy St., San Francisco 9, Calif.
92. San Joaquin Baking Co., Los Angeles Avenue, Fresno, California
93. Seventeen Magazine, 488 Madison Ave., New York 22, N.Y.
94. Sonotone Corporation, P.O. Box 200, Elmsford, N. Y.
95. Sunkist, Los Angeles 54, California

TABLE B--(Continued)

96. Superintendent of Documents, U. S. Government Printing Office, Washington 25, D.C.
97. Tampax, Inc., Dept. E.L., 169 East 42nd St., New York 17, N.Y.
98. Teaching Film Custodians, Inc., 25 W. 43rd St., New York 36, N.Y.
99. The Americas Pan-American Sanitary Bureau, Washington, D.C.
100. The Temperance Education Foundation, Inc., Westerville, Ohio
101. Tuberculosis Societies
    Fresno County, 2131 Amador, Fresno, Calif.
102. Travelers Insurance Co., Hartford 15, Conn.
103. United Nations, Dept. of Public Information, New York, N.Y.
104. U. S. Dept. of Agriculture, Extension Service, Washington 25, D.C.
105. United Fruit Company, Pier 3, North River, New York 6, N.Y.
106. U. S. Department of Labor, Women's Bureau, Washington, D. C.
107. Wheat Flour Insitute, 309 W. Jackson Blvd., Chicago 6, Ill.
108. Whitlatch, H.H., 1726 W. Dayton, Fresno 6, Calif.
109. Women's Home Companion, 640 Fifth Ave., New York 19, N.Y.
110. Yale Center of Alcohol Studies, New Haven, Conn.

12/19/58
KK:hh

KIT #1

THIS

OR

THIS

DO WE GET ENOUGH SLEEP?

	Hours of Sleep	APRIL 14	15	16	17	18	21	22	23	24	25	ETC.									
	11-11½																				
	10-11																				
Red	9-10																				
	8-9																				
	Less																				

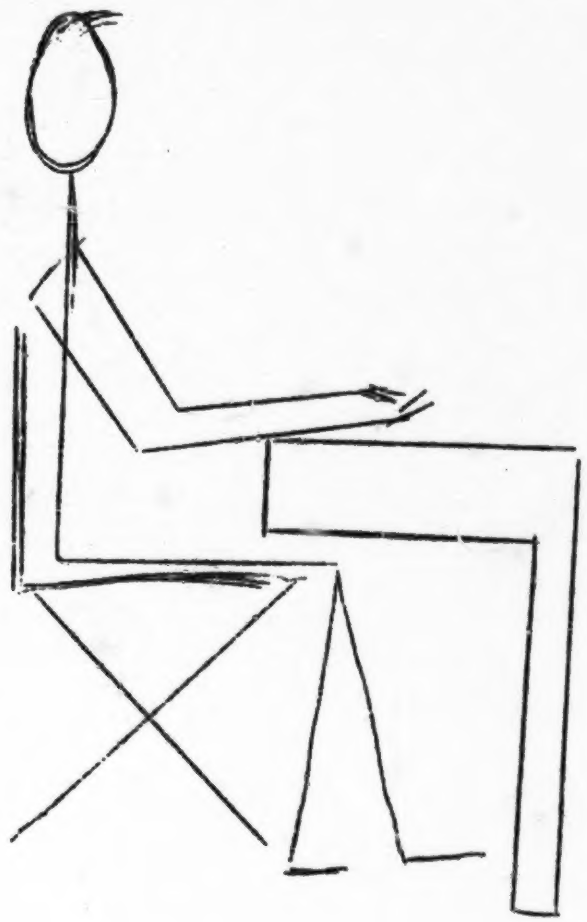
	Hours of Sleep																				
	11-11½																				
	10-11																				
Red	9-10																				
	8-9																				
	Less																				

EXPLANATION:

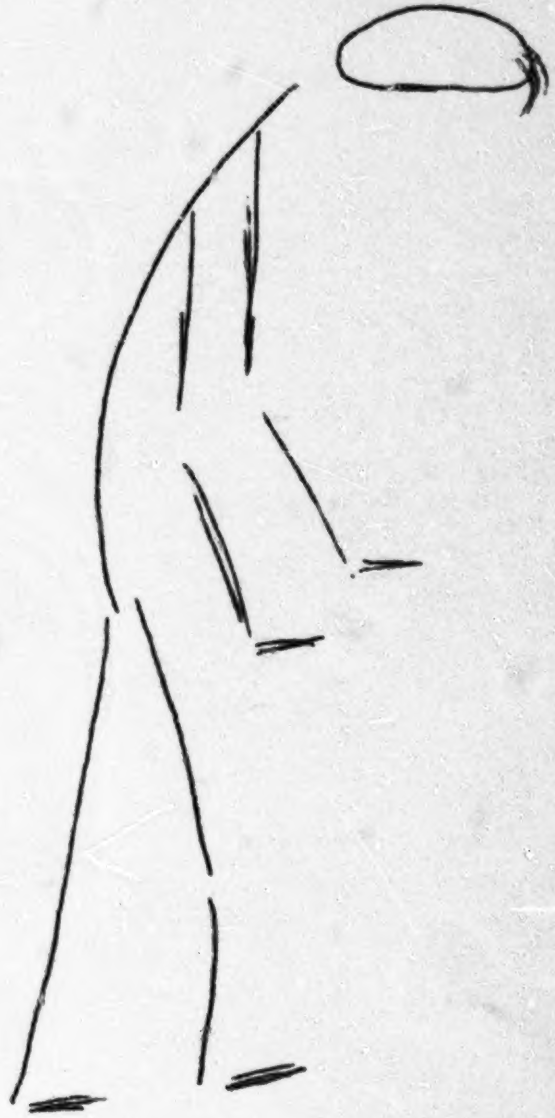
Chart is used for eight consecutive weeks. Each day a count is taken of the amount of sleep the pupils had the night before and the totals are placed opposite the correct number of hours.

KIT #2

GOOD POSTURE

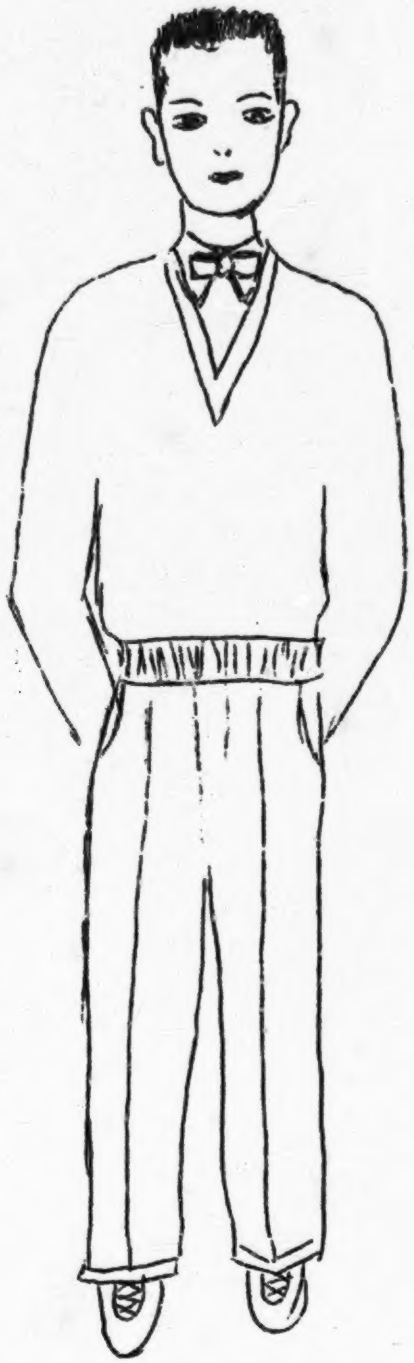


POOR POSTURE



KIT #3

WELL GROOMED



POORLY GROOMED

KIT #4

HOW MUCH EXERCISE DO YOU GET?

DIRECTIONS: Fill in the amount of time in hours or in fractions of hours.

1. Time spent riding your bicycle or walking to and from school. _____ _____ _____ _____ _____

2. Time spent playing at recesses. _____ _____ _____ _____ _____

3. Time spent playing before school in the morning and at noon. _____ _____ _____ _____ _____

4. Time spent in exercise during physical education class. _____ _____ _____ _____ _____

5. Time spent in active play after school and before bed time. _____ _____ _____ _____ _____

TOTAL FOR THE DAY _____ _____ _____ _____ _____

KIT #5

FILL IN BLANKS USING WORDS BELOW:

1.______________ small, dark, round hole in center of eye.

2.______________ carries pictures from retina to brain.

3.______________ moves up, down, and sideways.

4.______________ light passes through lens, falls on lining at back of eyeball.

5.______________ front part of eyeball, blue, brown or gray (in color) in circle.

6.______________ behind the pupil and inside the eye.

Eyeball
Iris

Pupil
Lens

Retina
Optic Nerve

"EYE TROUBLE"

(Written by 6th Grade Class -- Miss Kohfeld, Reedley.)

The play takes place in a doctor's waiting room. Eye charts and eye posters are on the walls. Nurse is at her desk when Mrs. Jackson and her son, Bob, enter:

NURSE: Good afternoon. Do you have an appointment with Dr. White?

MRS. JACKSON: No, I am Mrs. Jackson and this is my son, Bob. Dr. White is a friend of the family. He told me to bring Bob in for an eye examination. Last night when we were chatting with the doctor, he happened to notice how close Bob has to sit to the T.V.

BOB: But Mom, I can't see anything when I sit farther away. Everything looks blurry.

MRS. JACKSON; Yes, I know. The teacher says you don't like to read library books.

BOB: Well, reading in general is just plain boring, and besides I'm always the last one through if I take my time and if I rush through most of my answers are wrong. Ho-hum! (Yawn) Who wouldn't hate reading! I'd much rather look at television.

NURSE: I'll see if the doctor is ready for you. (Nurse goes into inner office.)

BOB: Ho-Hum!. Why can't we go home?

NURSE: (Returns) The doctor will take you now, Mrs. Jackson. Right this way, please. (They exit. Jack Brown enters waiting room. Sits down and looks at magazines. Nurse returns.)

NURSE: Hello, Jack! What seems to be your trouble?

JACK: I'd like to have Dr. White adjust my glasses if he has time today. I'm in no big hurry, but I thought I'd stop here before going home. Can't do without my glasses in school. You know, nurse, Dr. White certainly helped me a lot. You should see my report card now. Mom and Dad don't think I'm the same poky, stumbling boy.

NURSE: Oh, I'm so glad that you are doing so well, Jack. Glasses do make a difference. Dr. White is busy right now, but I'm sure he can fix your glasses today.

(Enter Carmen.)

CARMEN: Hello, Miss Brown. Is the doctor busy?

NURSE: Yes, but he'll have your glasses ready for you in a few minutes.

CARMEN: Oh, hi, Jack! What are you in for?

JACK: A ball hit my glasses and bent the bow.

CARMEN: Too bad!

JACK: Well, what are you doing in here?

CARMEN: Well, I had to have my lenses changed. The print was getting blurry and sometimes I saw a chair or some objects in one place but they were really some place else. It really got me. I didn't tell the teacher, and didn't admit it to Mom at first. I was plenty worried because I thought I'd have to wear thick heavy lenses and people would stare at me. Maybe the kids in school might poke fun at me.

JACK: But you don't wear heavy lens glasses, Carmen.

CARMEN: No, the doctor said I have astigmatism, but it is not too serious. He said he could fix me up o.k. Many people have astigmatism.

(Bill enters.)

BILL: What! Are you here, too? I was hoping I'd meet nobody here.

NURSE: Hello! Are you Bill Jones?

BILL: Yes, I am.

NURSE: Your mother phoned and made an appointment. The doctor is busy now. Please have a seat, Bill.

JACK: Say, Bill, why don't you want to be seen here? What's wrong with this place?

BILL: You see, I have to have my eyes checked, and maybe I have to wear glasses. Maybe I won't have to. The doctor told my mother if my diet improved and with special eye exercise my vision may improve. (Bill looks out of the window.) Oh! Oh! Here come the town newspaper! I'm sunk. By tomorrow the whole school will know that I might have to wear glasses ---- Gee!

CARMEN: Well, what's wrong with that? Lots of intelligent and great people wear glasses.

(Betty enters.)

BETTY: HI, everybody! H-m-m-m- Not you, too, Bill? HO! Ho! The bright and dashing Bill Jones getting glasses. Can't you just see him in bifocals?

JACK: Aw -- be quiet! What's eating you, Betty? You're always talking too much, or sticking your nose in other peoples' business. Why----

NURSE: Would you like to know now bifocals originated?

ALL: Yes, do tell us.

NURSE: "Benjamin Franklin invented bifocals to make vision fit his job. A lover of reading and beautiful ladies, Franklin could not enjoy both in the Court of France with his single-focus glasses.

"Often, just as Franklin found without bifocals, vision fails to meet every demand. The clerk who cranes her neck to read a label on the shelf overhead, the typist who hunches foreward to see across the desk, the speaker who jerks off his glasses to find the audience, the machinist who wears his glasses on the end of his nose -- all risk more than eyesight; they jeopardize comfort and efficiency."

BETTY: Well, I have a confession to make. I might as well admit it. I, too, have eye trouble. This isn't my first visit to the doctor. I'm to get my glasses today. You see, I'm farsighted. I can't see the print clearly unless I hold my book at arm's length. My arm got so tired. Really, to tell the truth my arm was getting too short. My brother teased me about it so much, so Dad put a stop to it. He said that it was time we did something about it. So, he had Mother make and appointment with Dr. White. He hopes when I get my glasses there will be peace in the family. You know, I really won't mind wearing glasses. Many nice-looking people wear them, and besides I won't have to squint any more. That's what my brother called me -- "Squint Eyes".

JACK: Say, look at those charts up there! (Jack gets up. Walks about, reading out loud.) Farsightedness! Nearsightedness! Astigmatism, Double Vision. H-m-m, we're not the first people with eye trouble. (Enter Dr. White, Mrs. Jackson, and Bob.)

ALL: Gee, Bob! You here, too? (They all laugh.)

DR. WHITE: Well, well, looks like a full house, nurse.

NURSE: Yes, Dr. White. It looks as if people are really taking care of their eyes before they get too bad.

DR. WHITE: Yes, boys and girls your eyes are the most precious things you possess. Let's look at the charts over here. "Farsightedness! Well, a great many people who wear glasses can see clearly without them. Lenses are not used alone to produce clear vision, but to give comfortable and effective seeing, without fatigue or eyestrain. Nearsightedness, scientifically called myopia, resulting in squinting to see, holding things close to the eye, complaints of fuzzy vision. The myopia eye can see near objects clearly, but not far away. Astigmatism. Most eyes have it at least in small degrees. Eyes are not always built perfectly, so astigmatism may be present from birth. Small degrees of astigmatism produce eyestrain, headache, fatigue and loss of achievement."

BOB: Gee, Dr. White you don't know how much I dreaded coming here. You explained everything and now I won't mind wearing glasses. You see, some day I expect to be a civil engineer. At present I need to improve in my reading and math, and with glasses I hope to do much better from now on. I'm so glad you made Mother have my eyes checked.

BILL: I won't mind wearing glasses, either. I'm not the only one. Here are Carmen, Jack, Bob, Betty and--------

BETTY: And Benjamin Franklin! Don't forget him.

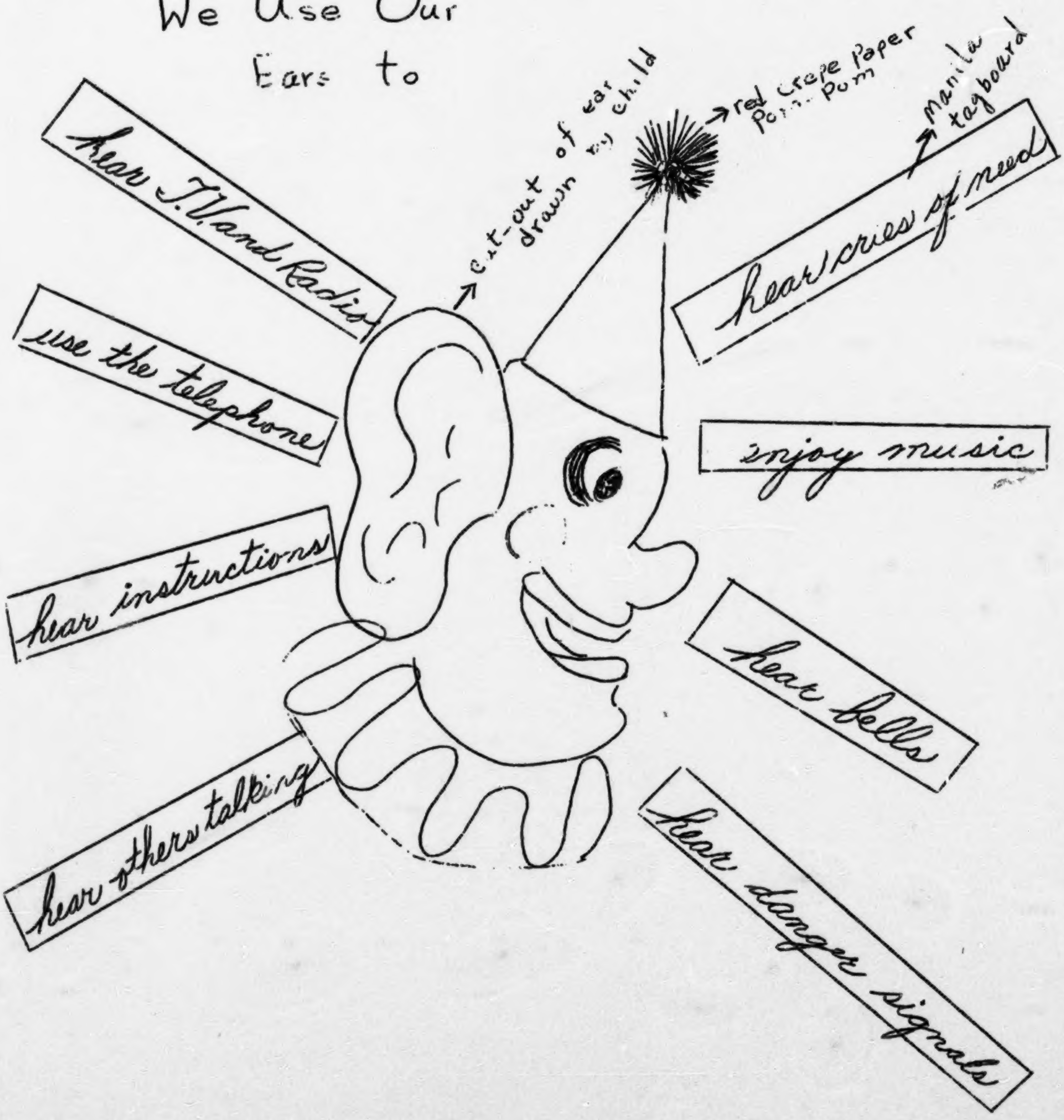
BOB: Well, so long everybody. See you tomorrow in school. (Exit Mrs. Jackson and Bob.)

DR. WHITE: Next!

(CURTAIN)

KIT #8

We Use Our Ears to



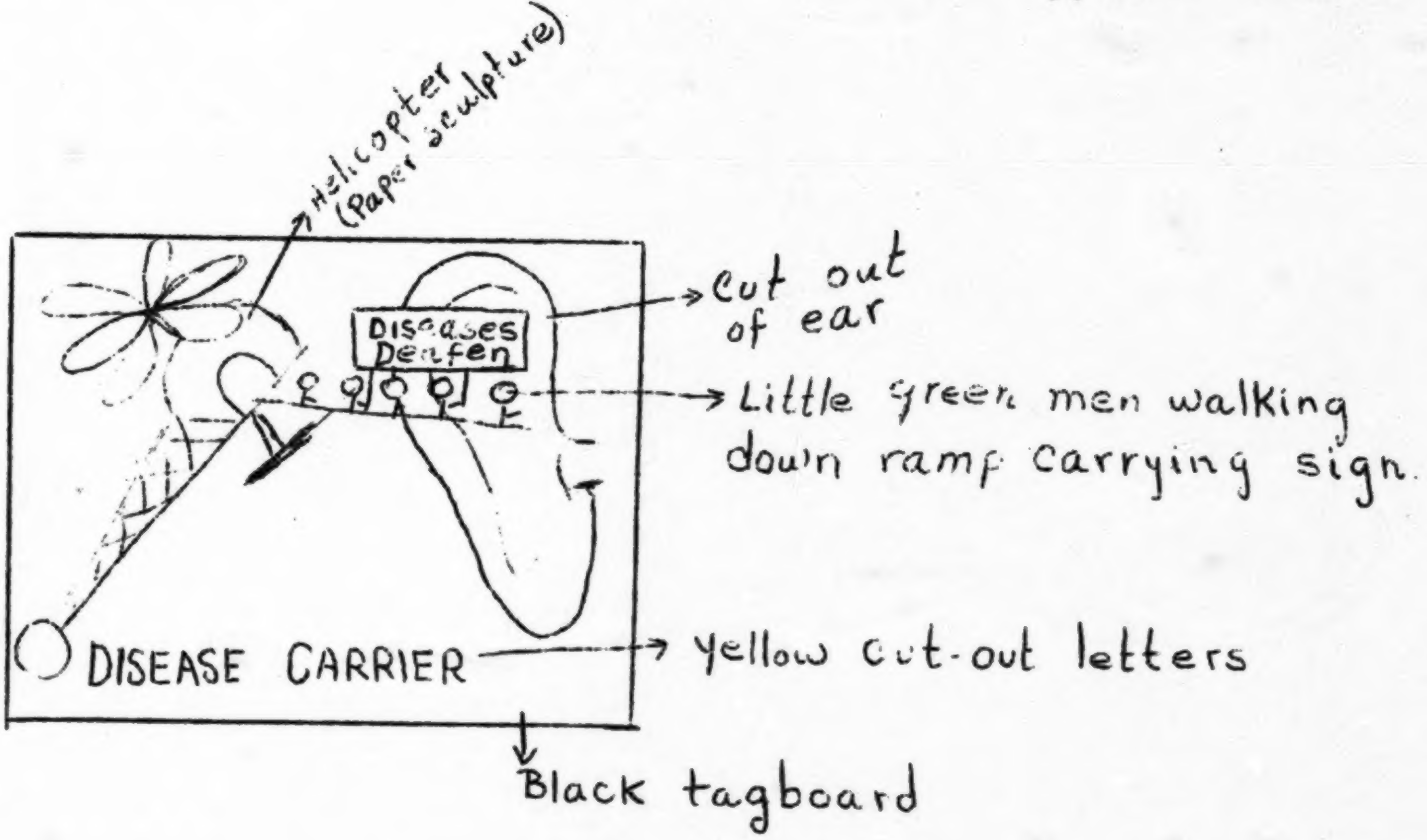
"I SAW GAME"

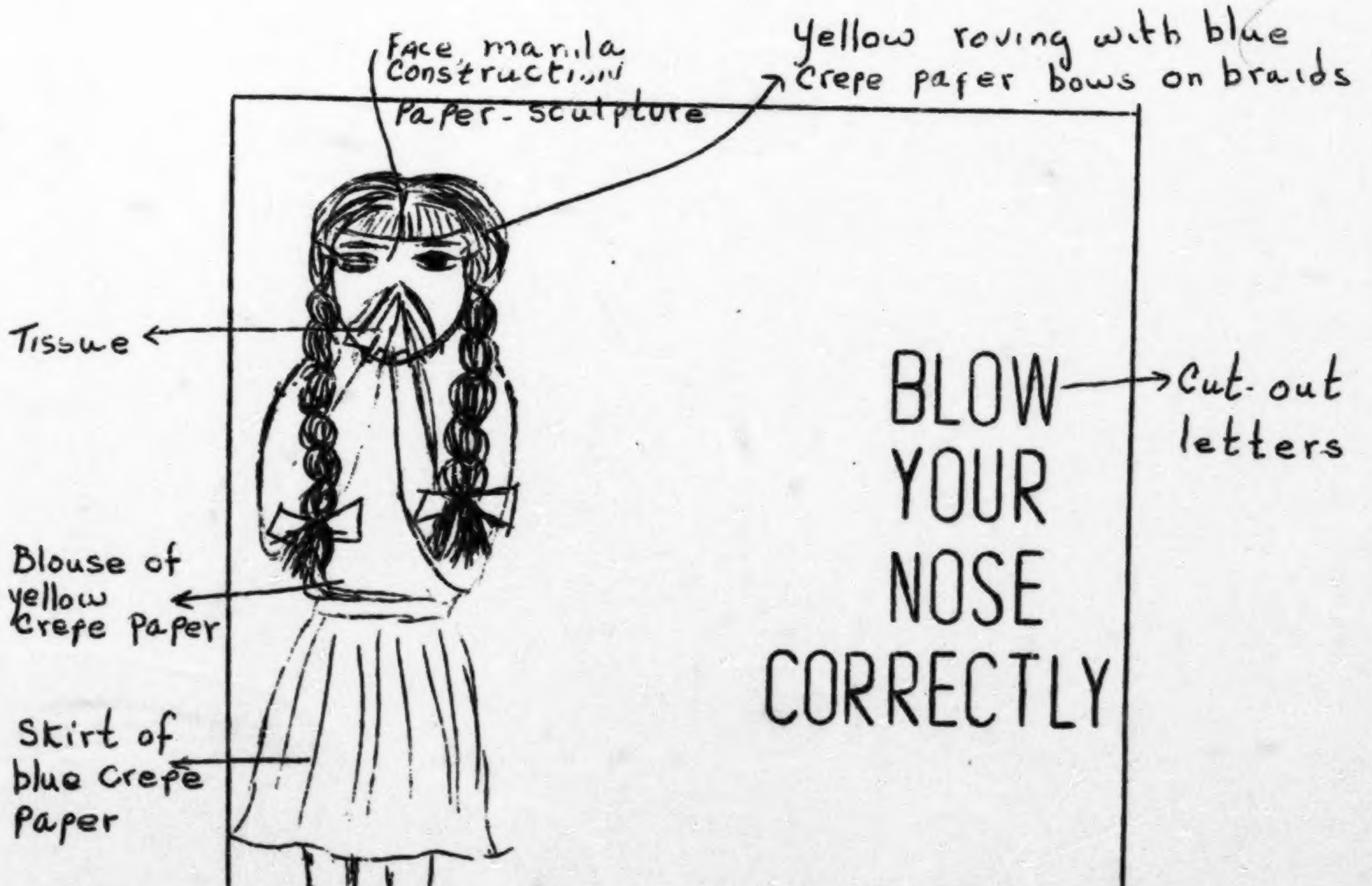
Following a film, each child is given the opportunity to make a statement regarding the film. The child must begin his statement with the two words "I saw".

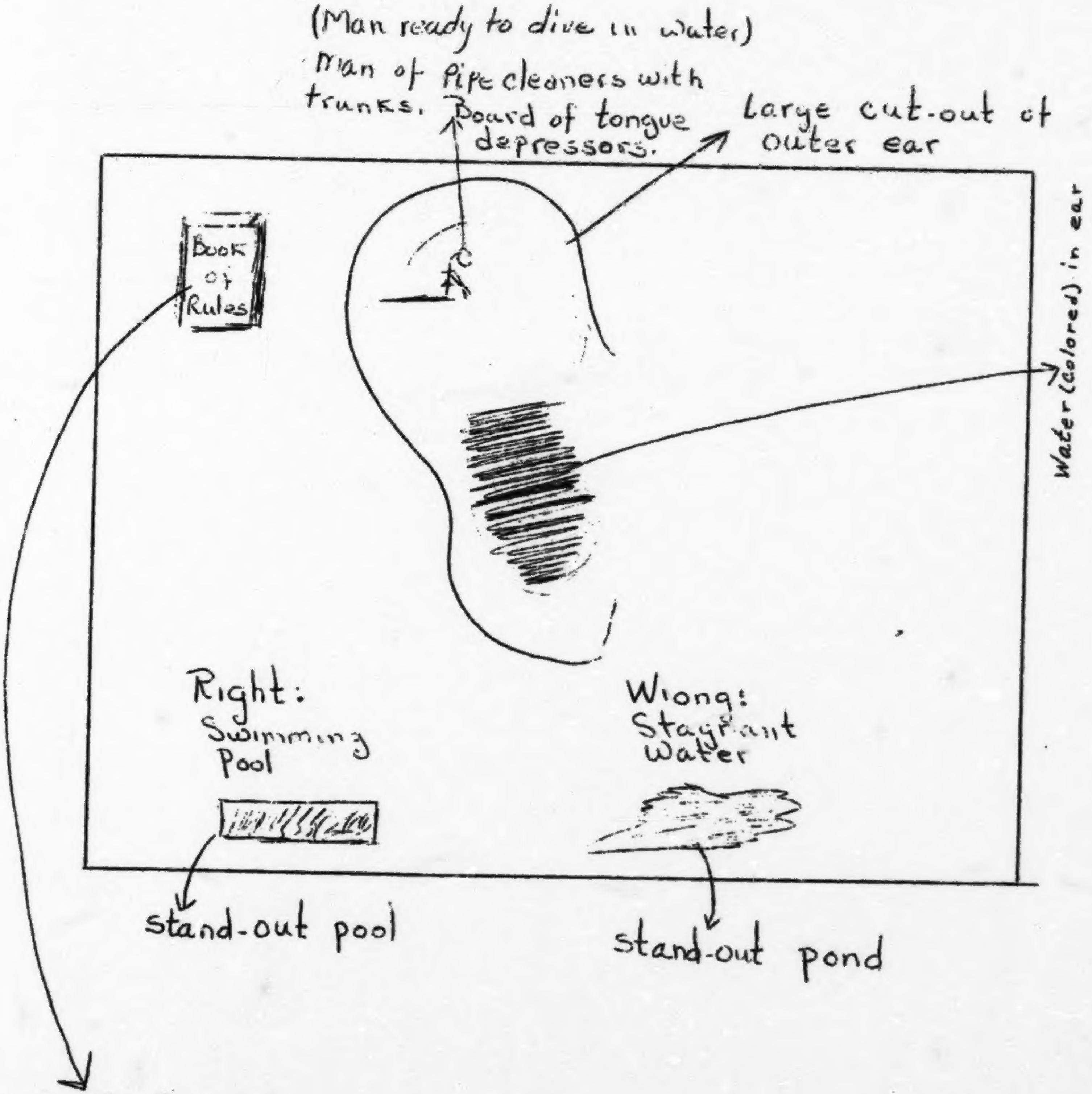
Teacher starts the game. She chooses a child to follow, who in turn chooses a child following him, and so on.

KIT #10

Suggested Posters




Face manila Construction Paper-sculpture
Yellow roving with blue Crepe paper bows on braids
Tissue
BLOW YOUR NOSE CORRECTLY
Cut-out letters
Blouse of yellow Crepe Paper
Skirt of blue Crepe paper
Tagboard
Shoes-black construction paper



(Man ready to dive in water)
Man of Pipe cleaners with trunks. Board of tongue depressors.

Large cut-out of outer ear

Water (colored) in ear

stand-out pool

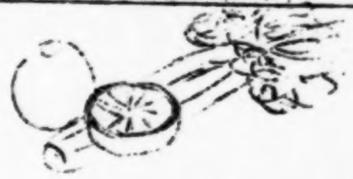
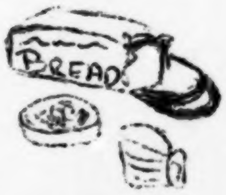
stand-out pond

In Booklet:

1. Swim in safe, clear water.
2. Breathe correctly - Breathe in through mouth when your face is out of water. Breathe out through your mouth or nose when your face is in water.
3. Wear ear plugs when swimming under water or diving.
4. Don't dive too deeply.

KIT #11

WHAT DID YOU EAT TODAY? CHECK YOURSELF

FOOD GROUP		MEALS	S	M	T	W	T	F	S
	Green, Yellow Vegetables-- 1 large serving	Morning							
		Noon							
		Night							
	Oranges, Tomatoes Grapefruit-- or raw cabbage or raw greens 1 serving	Morning							
		Noon							
		Night							
	Potatoes, other Vegetables and Fruits-- 1 or more potatoes and 2 servings of others	Morning							
		Noon							
		Night							
	Milk and Milk Products-- Children--3/4 to 1 qt. Adults--1 pint	Morning							
		Noon							
		Night							
	Meat, Poultry, Fish, Eggs-- 1 serving meat, poultry or fish 1 egg (at least 4 a week) Dried beans, peas, nuts or peanut butter	Morning							
		Noon							
		Night							
	Bread, Flour & Cereals-- Enriched or whole Grain 2 Slices of bread or it equavilent at each meal	Morning							
		Noon							
		Night							
	Butter & Fortified Margarine--with added Vitamin A-- 2 to 3 level table-spoons	Morning							
		Noon							
		Night							

When you have eaten a food from one of these food groups check the square opposite. Keep this record for one week.

--American Institute of Baking, 400 East Ontario Street, Chicago 11, Illinois.

FOOD FADS AND FALLACIES*

by

Dr. Salvatore P. Lucia, Chairman
Department of Preventive Medicine
University of California School of Medicine

I. The Food Fad Problem in the United States:

At the present time, about ten million people in the United States are under the influence of food faddism. Who is most apt to fall prey to nutrition quacks and food faddists?:

a. The overweight
b. Persons suffering from chronic degenerative diseases, often with associated malnutrition
c. Frank psychoneurotics, prone to faddism
d. Individuals who reveal vague signs or symptoms of real or feigned illness.

From where does the food fad information, or more precisely, misinformation, come? A good deal of it derives from well-meaning friends or acquaintances; the misinformed semi-professional personnel; and from advertising matter based on warped medical information. On the subject of diet, most people have prejudices which they offer to anyone who will listen. Almost everybody seems to think that this particular food idiosyncrasy, pet tonic, or cure-all is something to be shared. The blackstrap molasses fan is apt to say: "You are anemic, perhaps you should take blackstrap molasses." A common error is to mistake pallor for anemia. There is nothing wrong with the use of blackstrap molasses, but if anemia is shown to be present, and if it should be due to iron deficiency, therapeutic doses of an acceptable preparation of iron may be required in addition to the normal dietary sources of iron which are just as good and certainly more palatable than blackstrap molasses. While special food supplements such as bran or yeast may benefit some people, excessive amounts (as often advocated by food faddists) may, in others, be harmful.

The main groups of food faddists are:

a. Those who advocate the use of special foods containing vitamins, minerals, etc. as food supplements
b. Those who propose extreme diets, such as the "Raw Juice Diet"
c. Those who advertise especially packaged, highly priced, dietary substances as cure-alls for certain conditions
d. Those who claim that certain combinations of foods are dangerous.

One reason the food faddist has been so successful is because there is still much to be learned about human nutrition. We have yet to obtain precise information, qualitative and quantitative, concerning the composition of the normal human diet. We must know the facts about basic nutrition obtained from human beings and use this information to correct the half-truths circulated by the food faddists. We know more about the nutritive requirements of laboratory and domestic animals than of humans, and what is the optimum for a rat may have little relation to what is optimum for man.

What constitutes a well-nourished person? We don't know. There is as yet no universally acceptable criteria for evaluating the nutritional status of the healthy, and furthermore, the human subject is so adept at making various and complex bodily adjustments which can accommodate for all sorts of deviations that the slow subtle physiologic, metabolic, or psychologic changes which result from inadequate or improper nutrition may escape reasonably careful observation.

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*Presented before the CALIFORNIA FOOD CONFERENCE, March 1958, Sacramento, California

II. Potential Dangers of Food Fads:

Food fads are potentially dangerous because they may lead to nutritional disturbances, and nutritional disturbances then pave the way to devitalization and increased susceptibility of the host to a multiplicity of diseases.

What causes nutritional disturbances? Some of the factors involved are:

a. The unavailability of certain basic foods, due to economic or geographic factors
b. Racial food habits--dislikes for certain foods
c. Allergies, real or feigned
d. Long continued and injudiciously advised restricted diets
e. Inability to handle certain food elements in proper fashion
f.. FOOD FADS

How does the food faddist operate? Sometimes he will attack the nutritive value and quality of natural foods in the promotion of proprietary preparations, usually of vitamins and minerals. Such a protagonist of special interests is apt to say: "Everyone should take vitamin pills. The way they grow food these days, in worn-out soil, it just isn't as good as it used to be." Sometimes a particular vitamin is advocated in large doses as cure-all for certain conditions. If a person is really suffering from, for example, a borderline vitamin deficiency, a massive dose of one vitamin may actually induce a relatively intensified deficiency in another vitamin. This is especially true in the Vitamin B group. On the other hand, prolonged consumption of excessive amounts of Vitamin A may lead to chronic toxicity evidenced by bone and epidermal changes. Vitamins should be taken only in those amounts compatible with health maintenance except when prescribed by a physician for the treatment of a specific deficiency.

A current big business fad, and one which promises gigantic growth, concerns the calorie-less foods. We are the only country in the world fighting obesity; most others are fighting starvation. We eat indiscriminately, often impelled by psychic disorders, and then buy medicines to decrease the appetite and take up the slack with bulky calorie-less foods. If excessive food needs are the result of psychological drives, the use of calorie-less foods will not solve the problem. The fundamental, underlying cause will persist and continue to cause difficulty.

In the United States there is a great deal of overnutrition and it presents a serious problem because aside from producing obesity it is often associated with malnutrition. This indicates that availability of food is not enough to ensure proper nutrition--the basic quality of the essential foods must be good. In contrast to the "undernourished" person who readily exhibits identifiable symptoms, the "malnourished" person may be difficult to detect because the early stages of nutritional deficiencies may not produce overt signs or symptoms. This phenomenon has given rise to the concept of "hidden hunger". The basic problem is that overnutrition leads to malnutrition and if unrecognized and untreated it results in devitalization.

III. How to Attack the Dilemma of Food Fads:

First of all, we must debunk faulty advertising. The success of a food fad is largely dependent on advertising and this is usually based on warped medical knowledge or on half-truths resulting from the improper use of medical information by persons not qualified to understand all the implications.

Secondly, we must have a basic knowledge of nutrition. Many people think they know all about nutrition but there are relatively few who really know the answers. These are the experts--research specialists who study the chemistry and physiology of nutrients in relation to:

a. Their ability to promote growth, repair and maintain the tissues of the body.
b. The pathways of metabolism in the mammalian host.

Many studies are related to growth rates which are not necessarily the best criteria for relating nutrition to health maintenance or the prolongation of a healthful life. Few research workers have the opportunity to apply basic information concerning nutrition to the human subject. It takes a great deal of patience and experience combined with the opportunity to observe long-term effects of the experimental use of nutrients to establish, evaluate and correlate the facts of human nutrition.

The importance of proper nutrition must then be presented in a convincing manner to the people. Pictorial devices and legitimate propaganda may be used as a counterattack against the food faddists. We should promote the idea that natural foods carry a certain amount of assurance of good nutrition and insurance against malnutrition.

Thirdly, we must promote a positive education program on nutrition. The teaching of good nutrition habits should begin at home and in this phase of health education the mother is all important. A child can and should be conditioned to prefer foods which are nutritionally sound. The family physician should know and indicate what constitutes proper nutrition and emphasize its importance in health maintenance. Then, at school, the recess and lunch feeding programs must be well-planned. Only nutritionally and biochemically basic foods should be made available and luxury items should be avoided.

In order to discourage food faddism and eliminate the scourge of faddists, not only the physician, but all professional personnel connected with health education--school teachers, social workers, nurses, dentists, and pharmacists--should have a sound training in the basic principles of human nutrition and dietetics. The acquisition and dissemination of basic information on nutrition should be the goal of health educators.

The proper choice and intelligent use of food is probably the most important single factor directly related to the maintenance of health. It is up to each person to realize:

a. That there is real scientific basis for competent dietary advice
b. That eating according to inherited or acquired tastes or according to fad diets may lead to nutritional disturbances, devitalization, disease and premature death.

EFFECT OF EMOTIONAL DISTURBANCES AND FATIGUE UPON DIGESTION

I. Develop good eating habits

- a. Avoid getting over-tired before eating
- b. Avoid eating meals too fast
- c. Rest after eating
- d. Avoid quarrels with family

II. Make Mealtime Pleasant

- a. Keep mealtime discussion pleasant
- b. Keep the eating area attractive
- c. Be neat and clean for meals

KIT #14

ADVERTISING

1. All advertising is not true.
2. Famous people are used for advertising as a lure.
3. Food prices are used as lures.
4. Prizes are used as lures.
5. Colorful and attractive advertising are used as an appeal.
6. Advertising gimmicks used as lures.
7. Contests used as lures.

Summary Discussion - Teeth

KIT #15

PREVENTION OF DECAY OTHER THAN BRUSHING

1. Avoid sweets between meals.
2. Rinse mouth out with water.
3. Eat raw carrot, apple, or orange to help rinse and clean the mouth.
4. Foods other than sweets can be eaten between meals.
5. Visit the dentist regularly.
6. Eat well-balanced meals containing plenty of milk and green vegetables.
7. Application of fluoride by a dentist or in drinking water that has been treated with fluoride.

KIT #16

HOW DO YOU RATE?	YES	NO
I have had a thorough examination of my teeth in the last six months.		
I have my teeth X-rayed regularly.		
All dental treatment recommended by my dentist has been completed.		
I brush my teeth or rinse my mouth with water immediately after eating.		
I understand the importance of having missing teeth replaced.		
I do not eat sweets between meals.		
I have my teeth cleaned by a dentist or dental hygienist regularly.		
I know that sugar in candy and soft drinks can lead to tooth decay.		
My teeth have been treated with a fluoride solution at recommended ages.		

KIT #17

A SUGGESTED CODE FOR BABY SITTERS

As good baby sitters, let's be sure we

--know where parents--or some responsible adult--can be reached.

--know what to do in case of emergency.

--understand the special needs of children at various ages.

--try to know well and understand the particular children with whom we often stay.

--know some stories, games, and songs suitable for young children.

--are willing to adjust our ways of handling children to suit the different needs of different ages.

--do not gossip about what we see and hear in homes where we work.

--do not speak disparagingly about children we have taken care of.

--are businesslike about setting fees, keeping track of money, and keeping appointments.

--make a point of talking over with parents special problems or worries in connection with handling children.

--never spank a child under any circumstances.

--plan ways to improve know-how as sitters.

KIT #18

MEMORANDA FOR PARENTS AND BABY SITTERS

Parents____________________________Address__________________________

Home Telephone Number_______________Business_________________________

Pediatrician________________________Telephone________________________

Address_______________________________

Neighbor's Name______________________Telephone_______________________

Address_______________________________

Close Relative_______________________Telephone_______________________

Address_______________________________

POLICE Telephone Number_______________________________

FIRE Department Telephone Number______________________

Taxi Telephone Number_________________________________

Special information concerning the children:__________________________

KIT #19

GROWING UP MENTALLY

I. Mental Growth is Ability to:

   A. Read, write, and talk, and think

   B. Do things requiring the use of the mind

   C. Do all kinds of school work

II. Mental Growth Depends on:

   A. Physical health to some extent

   B. Social responsibilities

III. Mental Growth in School Depends on:

   A. Hard work

   B. Regular attendance

   C. Doing tasks on time

   D. Good behavior

IV. Children Who Grow Mentally:

   A. Like to achieve

   B. Learn new things

   C. Are inquisitive

   D. Spend time reading

   E. Visit interesting places

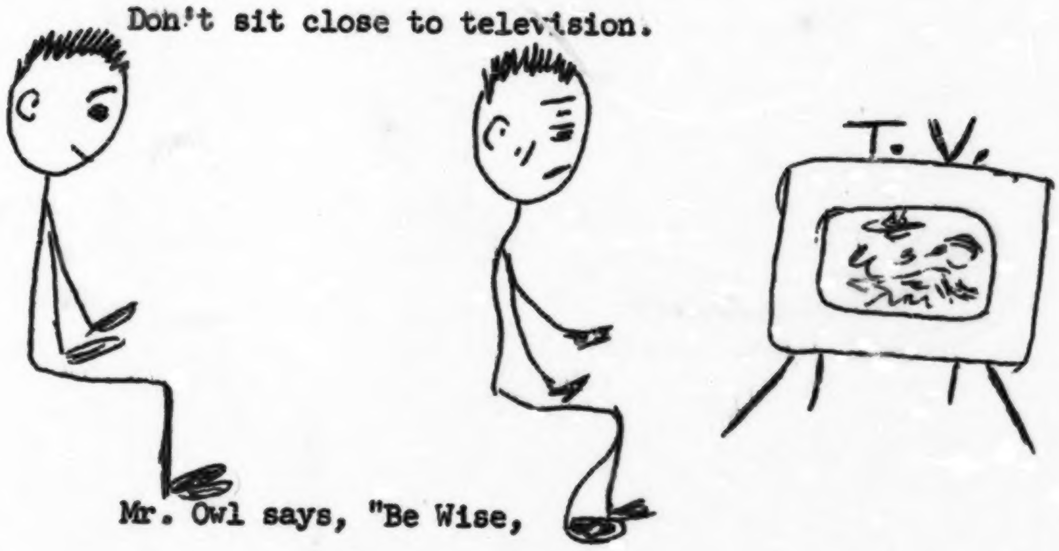
   F. Develop interests

   G. Do things

KIT #6

JINGLES

If you want 20/20 vision,
Don't sit close to television.



Mr. Owl says, "Be Wise,
See a doctor for weak eyes".

If you want A-1 eyesight
Then use proper light.
Read by proper light,
Glare will harm your sight.

Too little light
May ruin your sight.

Be kind to your signt
Use proper light.

If you want good sight
Don't read where it's too bright.

Fight, fight, fight
For good eyesight.

Be wise
See a doctor
For
Weak Eyes

If your eyes give you pain
Go to a doctor to ease the strain.